

# CAREER & TECHNOLOGY STUDIES

## FASHION STUDIES

### GUIDE TO STANDARDS AND IMPLEMENTATION

INTERIM 1995  
(SEPTEMBER 1995 – SEPTEMBER 1997)  
INCLUDES 1996 UPDATES

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**Alberta**  
EDUCATION

CURRICULUM STANDARDS BRANCH



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This document was prepared for:

Administrators	✓
Counsellors	✓
General Audience	
Parents	
Students	
Teachers	✓

Program/Level: Career and Technology Studies/Secondary

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Every effort has been made to acknowledge original sources and comply with copyright regulations. Please notify Alberta Education if there are cases where this has not been done. Shaded areas within this document have been approved for optional implementation. Assessment conditions and criteria are in draft form and will be validated 1994-97.

#### SUMMARY OF CHANGES

This June 1996 version of the *Guide to Standards and Implementation* differs from the June 1995 version as follows:

Section A	No change
Section B	Updated Scope & Sequence
Section C	Minor edits to Planning for Instruction
Sections D, E, F	All conditions and criteria have been revised to include references to assessment tools and standards <i>with some modifications to specific learner expectations</i>
Section G	Assessment tools have been revised and expanded
Section H	Information on linkages and transitions have been updated and reorganized
Section I	Resource lists have been updated to include new resource approvals
Section J	Sample student learner guides have minor revisions, particularly to "HOW will your mark be determined?" and "WHICH resources may you use?"
Section K	Acknowledgments are not included in this version

In May 1997, the Guides to Standards and Implementation will be revised again in preparation for provincial implementation in September 1997.

Questions or comments about this Guide to Standards and Implementation are welcome and should be directed to:

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# CAREER AND TECHNOLOGY STUDIES

## PROGRAM PHILOSOPHY/RATIONALE

Through Career and Technology Studies (CTS), secondary education in Alberta is responding to the many challenges of modern society, helping young people develop daily living skills, and nurturing a flexible, well-qualified work force.

In Canada's information society, characterized by rapid change in the social and economic environment, students must be confident in their ability to respond to change and successfully meet the challenges they face in their own personal and work lives. In particular, they must make decisions about what they will do when they finish high school. Many students will enter the work force, others will continue their education. All students face the challenges of growing independence and responsibility, and of entering the highly competitive workplace and/or post-secondary programs.

Secondary schools also face challenges. They must deliver, on a consistent basis, high quality, cost-effective programs that students, parents and community find credible and relevant.

CTS helps schools and students meet these challenges. Schools can respond more efficiently and effectively to student and community needs and expectations by using the opportunities in the CTS curriculum to design courses and access school, community and distance learning resources. Students can develop the confidence they need as they move into adult roles by assuming increased

responsibility for their learning; cultivating their individual talents, interests and abilities; and defining and acting on their goals.

As an important component of basic education in Alberta secondary schools, CTS promotes students' achievement by setting clear expectations and recognizing students' success. Students in CTS develop competencies—that is, the knowledge, skills and attitudes students must demonstrate, or what they know and can do.

These competencies can be applied now and in the future as students make a smooth transition into adult roles in the family, community, workplace and/or further education. To help ensure this transition for students, clearly stated expectations and standards have been defined with the assistance of teachers, business and industry representatives and post-secondary educators.

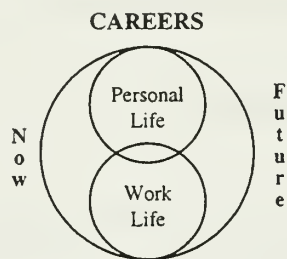
CTS offers *all* students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will:

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas.



In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions, and to appreciate environmental and safety precautions.

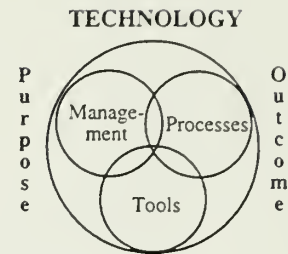
A career encompasses more than activities related to a person's job or occupation; it involves one's personal life in both local and global contexts; e.g., as a family member, a friend, a community volunteer, a citizen.



The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to expand their knowledge about careers, occupations and job opportunities and the education and/or training requirements involved. As well, they will recognize the need for lifelong learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves:

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment of and management of the impact the use of the technology may have on themselves, on others and on the environment.



Integrated throughout CTS are employability skills, those basic competencies that help students develop their personal management and social skills. Personal management skills are improved as students take increased responsibility for their learning, design innovative solutions to problems or challenges, and manage resources effectively and efficiently. Students' social skills improve through learning experiences that require them to work effectively with others, demonstrate teamwork and leadership, and maintain high standards in safety and accountability.

Further enhancing the employability skills, CTS reinforces and enhances learnings developed in core and other complementary courses. The curriculum emphasizes, as appropriate, the effective application of communication and numeracy skills.

Finally, in addition to the common outcomes described above, those students who focus on a particular area of study will develop career-specific competencies that support entry into the workplace and/or related post-secondary programs. Career-specific competencies can involve understanding and applying appropriate terminology, processes and technologies related to a specific career, occupation or job.

## GENERAL LEARNER EXPECTATIONS

General learner expectations describe the basic competencies that are integrated throughout the CTS program.

Within an applied context that is relevant to personal goals, aptitudes and abilities, the student in Career and Technology Studies will:

- demonstrate the basic knowledge, skills and attitudes necessary for achievement and fulfillment in personal life
- develop an action plan that relates personal interests, abilities and aptitudes to career opportunities and requirements
- use technology effectively, linking and applying available tools, management and processes to produce a desired outcome
- develop personal management skills by:
  - linking theory and practice, using resources, tools, technology and processes responsibly and efficiently (managing learning)
  - applying effective and innovative decision-making and problem-solving strategies in the design, production, marketing and consumption of goods and services (being innovative)
  - selecting relevant, goal-related activities, ranking them in order of importance, allocating necessary time, and preparing and following schedules (managing resources)
- improve social interaction skills by:
  - demonstrating flexibility and cooperative work and communication behaviors (working with others)
  - participating as a team member by working cooperatively with others and contributing to the group with ideas, suggestions and effort (teamwork and leadership)
  - demonstrating high standards of diligence, attendance and punctuality, following safe procedures consistently, and recognizing and eliminating potential hazards (demonstrating responsibility)
- demonstrate appropriate verbal, written, composition, summarization and presentation skills
- use basic computation and measurement principles accurately and efficiently.





## PROGRAM ORGANIZATION

### CURRICULUM STRUCTURE

Career and Technology Studies is organized into *strands* and *modules*.

**Strands** in CTS define competencies that help students:

- build daily living skills
- investigate career options
- use technology (managing, processes, tools) effectively and efficiently
- prepare for entry into the workplace and/or related post-secondary programs.

In general, strands relate to selected industry sectors that offer positive occupational opportunities for students. Some occupational opportunities require further education after high school, and some allow direct entry into the workplace. The industry sectors encompass both goods-producing industries, such as agriculture, manufacturing and construction, and service-producing industries, such as business services, health services, and finance and insurance services.

**Modules** are the building blocks for each strand. They define what a student is expected to know and be able to do (exit-level *competencies*). Modules also specify prerequisites and facility and instructional parameters, where necessary.

The competencies a student must demonstrate to achieve success in a module are defined through the *module learner expectations*. Senior high school students who can demonstrate the module learner expectations (i.e., have the designated competencies) will qualify for one credit towards their high school diploma.

Module learner expectations are a culmination of the *specific learner expectations*, which provide a more detailed framework for instruction. They define the scope and depth of knowledge, skills and attitudes the student should acquire.

The following chart shows the 22 strands that comprise the CTS program and the number of modules available in each strand.

Strand	No. of Modules
1. Agriculture	31
2. Career Transitions	23
3. Communication Technology	32
4. Community Health	31
5. Construction Technologies	46
6. Cosmetology	58
7. Design Studies	31
8. Electro-Technologies	37
9. Energy and Mines	27
10. Enterprise and Innovation	8
11. Fabrication Studies	41
12. Fashion Studies	29
13. Financial Management	15
14. Foods	37
15. Forestry	21
16. Information Processing	43
17. Legal Studies	13
18. Logistics	12
19. Management and Marketing	21
20. Mechanics	53
21. Tourism Studies	24
22. Wildlife	17

**Note:** As of September 1996, all 22 strands are available for optional implementation in Alberta junior and high schools. Provincial implementation of all strands is scheduled for September 1997.

## LEVELS OF ACHIEVEMENT

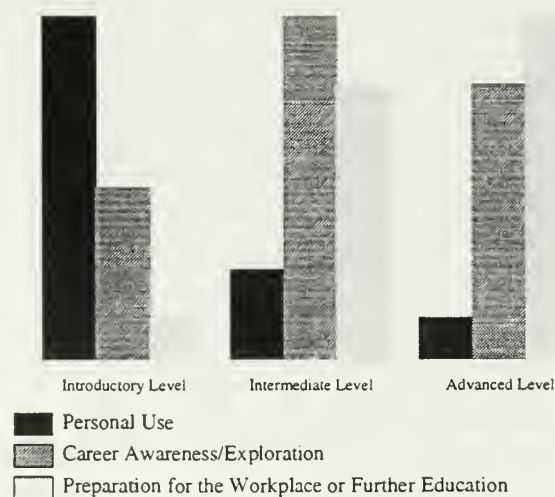
Modules are organized into three levels of achievement: introductory, intermediate and advanced. As students progress through the levels, they will be expected to meet higher standards and demonstrate increased degree of competence, both in the general learner expectations and the module learner expectations.

**Introductory level modules** help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

**Intermediate level modules** build on the competencies developed at the introductory level. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

**Advanced level modules** demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

The following illustrates the relative emphasis on the aspects of career planning at each of the levels.

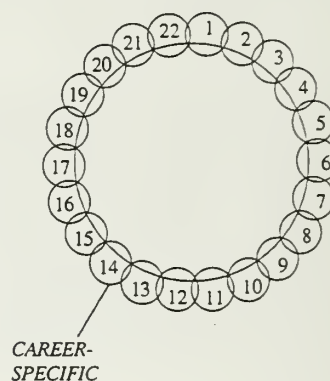


## TYPES OF COMPETENCE

Two types of competence are defined within the CTS program: basic and career-specific.

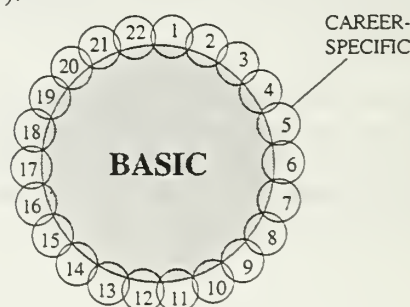
**Basic Competencies** are generic to any career area and are developed within each module. Basic competencies include:

- personal management; e.g., managing learning, being innovative, ethics, managing resources
- social; e.g., communication, teamwork, leadership and service, and demonstrating responsibility (safety and accountability).



**Career-specific Competencies** relate to a particular strand. These competencies build daily living skills at the introductory levels and support the smooth transition to the workplace and/or post-secondary programs at the intermediate and advanced levels.

The following model shows the relationship of these two types of competencies within the 22 strands of CTS (numbers refer to the chart on page A.5):



# **CURRICULUM AND ASSESSMENT STANDARDS**

## **CURRICULUM STANDARDS**

Curriculum standards in CTS define what students must know and be able to do. Curriculum standards are expressed through general learner expectations for CTS, and through module and specific learner expectations for each strand.

## **ASSESSMENT STANDARDS**

Assessment standards define how the student's performance will be judged. In CTS, each assessment standard defines the conditions and criteria to be used for assessing the competencies defined in each module learner expectation. Students must fully meet each assessment standard, including all of the criteria and conditions defined for the module. Assessment standards are in draft form, as are tools and weightings, and will be validated 1994–97.

Teachers throughout the province will be able to ensure students receive a fair and reliable assessment. Students will use the assessment standards to guide their efforts, ensuring they participate more effectively and successfully in the learning and assessment process. Standards at advanced levels are as much as possible linked to workplace and post-secondary entry-level requirements.

The following pages describe the Fashion Studies strand in the Career and Technology Studies program.





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# FASHION STUDIES

## STRAND RATIONALE

Fashion affects all aspects of our daily lives—in the home, in the workplace and in the environment. According to the Apparel Industry Development Study<sup>1</sup>,

the apparel industry is the second largest employer of Alberta's consumer products industry, after processed foods. The industry comprises about 150 firms, employs over 3,000 people and generates annual wholesale revenues in the vicinity of \$150 million. The retailers employ approximately 4,500 full-time workers and generate annual retail revenues of approximately \$750 million.

The fashion garment industry itself is a growing economic link between Canada and other nations. Canadian designers are thriving in the international fashion industry.

Fashion Studies involves the study of clothing and textiles in a variety of contexts. It is concerned with the design, production and merchandising of clothing, textiles and accessories.

The Fashion Studies curriculum provides opportunities for students to increase their knowledge of the industry, and provides them with important daily living skills. The curriculum prepares students for their roles as consumers,

enables them to explore and prepare for fashion-related careers, and enhances their personal lives by providing a creative outlet.

Fashion Studies may use student-centred or teacher-directed approaches, combining the development of thinking processes and practical skills in concrete, realistic learning situations. Throughout Fashion Studies, students are encouraged to solve problems, make decisions and develop the flexibility needed to adapt quickly to new situations.

Each module in Fashion Studies provides opportunities for students to link practice to theory; that is, to link concrete and psychomotor learning experiences to more abstract thought processes and levels of thinking.

Fashion Studies modules are designed to encourage students to transfer competencies they have developed in other courses as well as through hobbies, interests and other experiences. By developing basic and career-specific knowledge, skills and attitudes in the context of fashion, students will develop the ability to relate theory to practice, apply competencies in a variety of relevant situations and respond with confidence when meeting personal and professional challenges.

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1. Alberta Economic Development and Trade, Industry Development Division.

Within the philosophy of Career and Technology Studies (CTS), students in Fashion Studies *will*:

- develop an understanding of the role that fashion plays in society and its impact on the individual and family in daily living, in the workplace and on the environment
- practise and achieve competencies in designing, constructing and/or merchandising fashion projects
- develop a greater awareness of the role of fashion-related businesses and industries in society, and the potential for enterprise and innovation within the broad area of fashion
- assess personal interests, abilities and aptitudes relevant to making realistic and satisfying career choices in the fashion industry and auxiliary areas.



## STRAND ORGANIZATION

### DEVELOPMENT MODEL

The model below identifies the major dimensions of Fashion Studies:

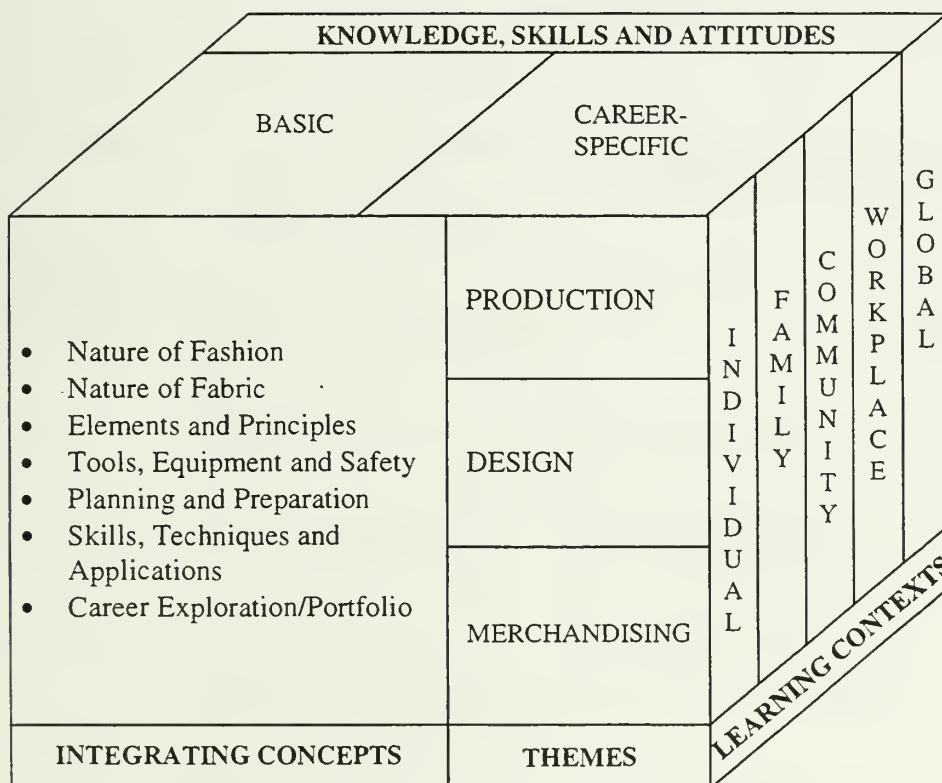
- learner expectations (knowledge, skills and attitudes)
- integrating concepts
- learning contexts
- themes.

### Learner Expectations

Learner expectations are described in Sections D, E and F.

### Integrating Concepts

Certain concepts important in the Fashion Studies strand are integrated throughout the modules. Emphasis varies, depending on module content and context. These concepts are listed on the front face of the model below.



## Learning Contexts

The personal learning contexts focus on the development of competencies appropriate to meet individual and family needs.

The career awareness learning context focuses on the development of competencies related to becoming more aware of trends, issues and fashion-related opportunities available in the community and workplace.

The career preparation learning context focuses on the development of competencies required to pursue work and/or further education or training in the fashion industry.

## Themes

Themes provide the settings in which learner expectations are linked together into meaningful activities.

Themes describe the areas of Fashion Studies to which the learner expectations relate. They are:

- production
- design
- merchandising.

## LEVELS

Introductory modules within Fashion Studies encourage exploration and establish a foundation of related knowledge, skills and attitudes. Learning experiences begin at a concrete level and help students to understand the impact of fashion on daily living. Intermediate level modules emphasize career awareness and job exploration, and provide opportunities for students to further develop their knowledge and skills in fashion areas. Advanced level modules emphasize career preparation and provide opportunities for students to develop more specialized knowledge, skills and attitudes relevant to fashion and auxiliary careers and to further education and training.

(Interim Status, 1995)

## SCOPE AND SEQUENCE

## FASHION STUDIES

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div>Ready, Set, Sew!<sup>2</sup> FAS103</div> <div>Fun with Fashion FAS104</div> <div>Repair and Recycle FAS105</div> <div>Creating Home or Personal Accessories FAS106</div> <div>Creative Yarns/Textiles FAS107</div>	<div>Creative Construction FAS207</div> <div>Activewear FAS208</div> <div>Surface Embellishment FAS212</div> <div>Discovering Specialty Fabrics FAS209</div> <div>Sewing for Others FAS210</div> <div>Creating Home Decor FAS211</div> <div>Creating Accessories FAS216</div> <div>Upholstery FAS215</div> <div>Flat Pattern FAS205</div> <div>Pattern Drafting: Lower Torso FAS206</div> <div>Computer Drafted Patterns: Lower Torso FAS203</div> <div>Evolution of Fashion FAS204</div> <div>Fashion Dynamics FAS201</div> <div>Fashion Illustration FAS202</div> <div>Fashion Merchandising FAS214</div>	<div>Contemporary Tailoring FAS304</div> <div>Couture FAS306</div> <div>Cultural Fashions FAS308</div> <div>Advanced Specialty Fabrics FAS309</div> <div>Pattern Drafting: Upper Torso FAS303</div> <div>Computer Drafted Patterns: Upper Torso FAS302</div> <div>Creators of Fashion FAS307</div> <div>Fashion Illustration: Creating a Fashion Line FAS301</div> <div>Fashion Retailing FAS314</div>	<div>Production</div> <div>Design</div> <div>Merchandising</div>

— Prerequisite

----- Recommended sequence

2 Recommended prerequisite or corequisite for most modules within the production theme.

## MODULE DESCRIPTIONS

### **Module FAS103: Ready, Set, Sew!**

Students learn how to safely use and care for sewing and pressing equipment, and apply these skills in the assembly of a project.

### **Module FAS104: Fun with Fashion**

Students learn how to determine pattern size, choose suitable pattern and fabric, make pattern alterations, and prepare fabric and pattern for layout. They apply these skills to the assembly of a simple garment.

### **Module FAS105: Repair and Recycle**

Students learn how to restore or recycle garments through repair, customizing, redesign or embellishment. They use these techniques to update a wardrobe or create something new from something old.

### **Module FAS106: Creating Home or Personal Accessories**

Students use basic sewing skills and techniques to construct a home or personal accessory.

### **Module FAS107: Creative Yarns/Textiles**

Students learn about the various yarn or textile arts/crafts and apply the skills to project construction.

### **Module FAS201: Fashion Dynamics**

Students learn to recognize and apply the elements and principles of design to planning a wardrobe.

### **Module FAS202: Fashion Illustration**

Students discover the exciting world of fashion illustration. They learn to sketch a croquis incorporating gesture and to apply skills and knowledge to creative fashion illustrations.

### **Module FAS203: Computer Drafted Patterns: Lower Torso**

Students develop and apply knowledge, skills and techniques necessary to operate a personal computer to design and draft patterns for fashion items. They are expected to work with limited direct instruction from their teacher in the problem-solving component of this module.

### **Module FAS204: Evolution of Fashion**

Students discover how fashion has been influenced throughout history and relate past fashions to present-day styles.

### **Module FAS205: Flat Pattern**

Students change a basic skirt or pant pattern into a design of choice using flat pattern designing techniques, and test the design by sewing in muslin.

### **Module FAS206: Pattern Drafting: Lower Torso**

Students use body measurements to draft a basic skirt or pant. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

### **Module FAS207: Creative Construction**

Students apply the knowledge gained in Fun with Fashion (FAS104) and go onto more advanced techniques and knowledge of fabrics to complete a garment.

### **Module FAS208: Activewear**

Students learn how to make activewear unique, attractive and serviceable.

### **Module FAS209: Discovering Specialty Fabrics**

Students research, experiment with and produce a project using a specialty fabric.

### **Module FAS210: Sewing for Others**

Students have an opportunity to sew something for someone else. A “client” may have special requests that may require special measuring, designing, fitting, sewing techniques and/or resources.

### **Module FAS211: Creating Home Decor**

Students apply design and sewing techniques to create a home decor fashion.

### **Module FAS212: Surface Embellishment**

Students use the skills from this module to add pizzazz to their wardrobe or home decor.

### **Module FAS214: Fashion Merchandising**

Students learn policies and techniques used by the industry to sell fashion.



**Module FAS215: Upholstery**

Students have the opportunity to innovate, remove and recover an upholstery item.

**Module FAS216: Creating Accessories**

Students study accessories related to fashion, and produce a fashion accessory. Possibilities include belts, gloves, neckwear, footwear, jewellery, bags.

**Module FAS301: Fashion Illustration: Creating a Fashion Line**

Students create a fashion line by applying fashion illustration skills and techniques.

**Module FAS302: Computer Drafted Patterns: Upper Torso**

Students use a personal computer and appropriate software to design and draft patterns for fashion items with limited direct instruction from the teacher in the problem-solving component of this module.

**Module FAS303: Pattern Drafting: Upper Torso**

Students use body measurements to draft a basic bodice and sleeve. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

**Module FAS304: Contemporary Tailoring**

Students create a jacket or coat shaped with the use of tailoring techniques.

**Module FAS306: Couture**

Past couturiers inspire students to create their own fashion sensations.

**Module FAS307: Creators of Fashion**

Students discover the fascinating world of the creators of fashion.

**Module FAS308: Cultural Fashions**

Students experience the charm and intrigue of fashions of other cultures.

**Module FAS309: Advanced Specialty Fabrics**

Students learn about an advanced specialty fabric and then create and construct a distinctive project.

**Module FAS314: Fashion Retailing**

Students analyze the world of fashion retailing.



## SECTION C: PLANNING FOR INSTRUCTION

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level or to Grade 9 students. Refer to this section for recommendations regarding the Fashion Studies strand, or the *CTS Manual for Administrators, Counsellors and Teachers* for a summary of the recommended grade levels for each strand.

### PLANNING FOR CTS

#### Defining Courses

Schools determine which strands and modules will be offered in a particular school, and will combine modules into courses.

Each module was designed for approximately 25 hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on course names and course codes.

Module selection and sequencing must consider the module parameters, which define:

- prerequisite and corequisites (entry level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized.

The module parameters are defined for each module in Sections D, E and F of this Guide.

#### Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible time-tabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may:

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant.

#### Integrating Basic Competencies

Basic competencies are also developed throughout the CTS program and within each module. Selected basic competencies will be emphasized within a module, depending on the nature of the career-specific competencies defined for the module.

Refer to Section G (Assessment Tools) of this Guide for the description of student behaviours expected at each of the four developmental stages defined for the basic competencies.

Assessment of basic competencies could include input and reflection involving the student, teacher(s), peers and others. Description of the observed behaviour could be provided through a competency profile for the module. Positive, ongoing interaction between the student and teacher will support motivation for student growth and improvement.

Assessment of student achievement on the basic competencies is integrated throughout the other module learner expectations.

### **Assessing Student Achievement**

Assessing the student's competency is a process of gathering information by way of observations of process, product and student interaction.

Where appropriate, assessment tools have been defined to assist the teacher and student in the assessment. Refer to Section G (Assessment Tools) of this guide for copies of the various tools (worksheets, checklists, sample questions, etc.).

A suggested emphasis for each module learner expectation has also been established. The suggested emphasis provides a guideline to help teachers determine time allocation and/or a percentage grade for students.

### **Recognizing Student Achievement**

At the high school level, successful demonstration of the exit-level competencies in a module qualifies the student for one credit. Refer to Section A of this Guide for more detailed information about how curriculum and assessment standards are defined in CTS. Refer to the *CTS Manual for Administrators, Counsellors and Teachers* for more information on how student achievement can be recognized and reported at the school and provincial levels.

### **Resources**

A comprehensive resource base, including print, software and audio-visual, has been identified to support the Fashion Studies strand. It is intended that these resources will form the basis of a resource centre, encouraging teachers and students to access a wide selection of resources and other information sources throughout the learning process. Unless otherwise noted, these resources are considered to be suitable for both junior and senior high school students.

Authorized resources may be obtained from the Learning Resources Distributing Centre or directly from the publisher or distributor. Refer to Section I

(Learning Resource Guide) of this Guide for the complete resource list including curriculum correlations and annotations. Additional sources refer to non-commercial or government agencies that offer resources that may be of assistance in this strand.

Sample Student Learning Guides, designed for individual student or small group use, provide an instructional plan for selected modules and include the following components:

- Why take this module?
- What are the entry-level competencies?
- What are the exit-level competencies?
- What resources may be accessed?
- What assignments/activities must be completed?
- What are the time lines?
- How will the final mark be calculated?

Sample Student Learning Guides have been developed for some modules in Fashion Studies.

Copies of these sample learning guides can be obtained, by request, from the CTS Unit in print and/or disk format (Microsoft Word).

## **PLANNING FOR FASHION STUDIES**

The following suggestions are provided to assist teachers and school and school system administrators as they plan to deliver modules from the Fashion Studies strand.

### **Selecting Modules**

The scope and sequence chart in Section B provides an overview of the Fashion Studies modules, indicating prerequisites and theme areas. Brief descriptions of the modules follow the scope and sequence in Section B.



### *Fashion Studies in Junior High*

The introductory modules may be offered at junior high. The number of modules will vary according to time available throughout Grade 7, 8 and 9.

Time Available	Modules
25 hours	<ul style="list-style-type: none"><li>• Ready, Set, Sew!</li></ul>
50 hours	<ul style="list-style-type: none"><li>• Ready, Set, Sew!</li><li>• Fun with Fashion</li></ul>
75–100 hours	add one or more of the following introductory level modules: <ul style="list-style-type: none"><li>• Repair and Recycle</li><li>• Creating Home or Personal Accessories</li><li>• Creative Yarns/Textiles</li></ul>

Modules may be combined into courses and offered within a school year or over a span of a few years.

### *Fashion Studies in Senior High*

In addition to all intermediate and advanced level modules, introductory modules may be offered to senior high students who do not have the competencies identified, particularly for the following introductory modules:

- Ready, Set, Sew!—since it is a recommended prerequisite or corequisite module.
- Fun with Fashion—since it is a prerequisite or corequisite module.

Following are a few examples of possible module groupings into sample courses:

3 credit (no previous experience)	<ul style="list-style-type: none"><li>• Ready, Set, Sew!</li><li>• Fun with Fashion</li><li>• Activewear</li></ul>
3 credit (strong junior high school transition)	<ul style="list-style-type: none"><li>• Creative Construction</li><li>• Activewear</li><li>• Discovering Specialty Fabrics</li></ul>
5 credit:  production  design  merchandising	add two modules to the above groupings; e.g., <ul style="list-style-type: none"><li>• Surface Embellishment</li><li>• Flat Pattern</li><li>• Fashion Dynamics</li><li>• Fashion Illustration</li><li>• Fashion Merchandising</li><li>• Fashion Retailing</li></ul>

Modules could also be grouped into comprehensive courses that emphasize a particular theme.

Most modules may be offered in a commercial context to increase the proficiency level of various fashion preparation techniques; it may be advisable to combine with project modules from the Career Transitions strand.

It is suggested that students retain assignments and projects where applicable to develop a portfolio. Employers and faculty administrators are requesting that prospective applicants present a portfolio of their work upon application.

### **Organizing for Learning**

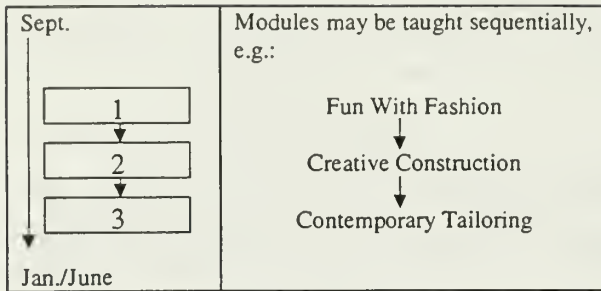
Before selecting modules, teachers should check the module parameters outlined in each module (see Sections D, E and F of the Guide). These module parameters describe:

- prerequisite or corequisite modules,
- facility and equipment requirements, if required, and
- instructional qualifications, if required.

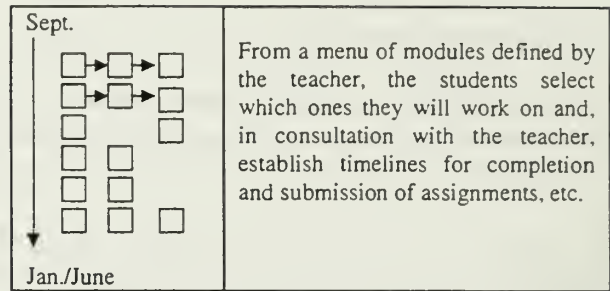
Modules can be delivered sequentially, concurrently or combined. For example:



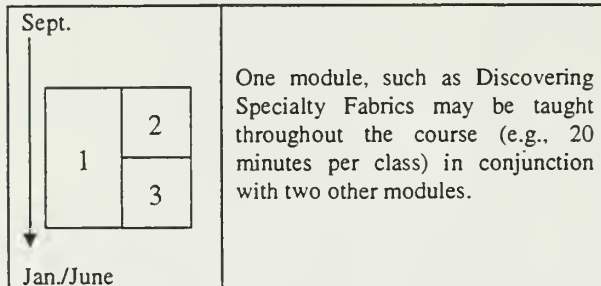
### Scenario A



### Scenario D

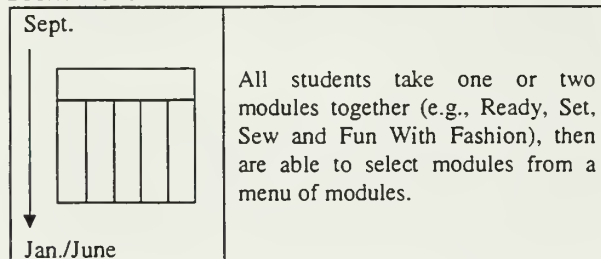


### Scenario B



Teachers can also allow students to progress at a rate that is personally challenging; e.g.:

### Scenario C



## Identifying Linkages

Section H of this Guide describes linkages within CTS and with core and complementary programs.

Note that project modules from the Career Transitions strand may be combined with modules from Fashion Studies to provide increased opportunity for students to develop expertise and refine their competencies, or when an extensive project has been undertaken. Project modules are not designed to be offered as distinct courses and should not be used to extend Work Experience 15, 25 and 35 courses.

The portfolio development throughout the strand can culminate with a portfolio presentation. The student can earn one credit in Fashion Studies by completing module DES319: Portfolio Presentation in Section H (Linkages/Transitions).

## Improving Smooth Transitions to the Workplace and/or Post-secondary Programs

Refer to Section H of this Guide for potential transitions students may make into the workplace and/or related post-secondary programs or other avenues for further learning.

## MODULE CURRICULUM AND ASSESSMENT STANDARDS:

### SECTION D: INTRODUCTORY LEVEL

The following pages define the curriculum and assessment standards for the introductory level of Fashion Studies.

Introductory level modules help students build daily living skills and form the basis for further learning. Introductory modules are developed for students who have no previous experience in the strand.

Module learner expectations define the competencies a student must demonstrate to achieve success in a module. Assessment standards define the conditions and criteria to be used for assessing the competencies defined in the module learner expectations. These assessment standards and the accompanying assessment tools are in draft form and will be validated from 1994 to 1996.

Specific learner expectations provide a detailed framework for instruction to help students build the competencies defined in the module learner expectations. Additional information and suggestions for instruction are provided in the Notes column; teachers may wish to use this space to record their ideas for instruction or student projects.

Module FAS101:	Ready, Set, Sew! .....	D.3
Module FAS104:	Fun with Fashion.....	D.7
Module FAS105:	Repair and Recycle .....	D.11
Module FAS106:	Creating Home or Personal Accessories .....	D.15
Module FAS107:	Creative Yarns/Textiles .....	D.19



**MODULE FAS103: READY, SET, SEW!**

**Level:** Introductory

**Theme:** Production

**Prerequisite:** None

**Module Parameters:** Access to sewing-related equipment

Students learn how to safely use and care for sewing and pressing equipment, and apply these skills in the assembly of a project.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• demonstrate safe use and care of sewing equipment</li><li>• identify woven, non-woven and knit fabrics</li><li>• identify care symbols</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>• <b>Practical Lab Experiences</b> in which the student<ul style="list-style-type: none"><li>– names and explains the function of sewing machine parts</li><li>– safely and proficiently uses the following:<ul style="list-style-type: none"><li>• sewing machine</li><li>• pressing equipment</li><li>• cutting tools</li></ul></li><li>– identifies<ul style="list-style-type: none"><li>• woven, non-woven, knit fabric</li><li>• care symbols</li></ul></li></ul></li></ul> <p><i>Assessment Tool</i> <i>Practical Lab Experiences: Ready, Set, Sew!, FAS103–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	40

# MODULE FAS103: READY, SET, SEW! (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic sewing, pressing and managing skills while assembling a simple project</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Project</b> that involves: <ul style="list-style-type: none"> <li>selection of a project (with teacher approval) appropriate to student skill level</li> <li>assembly of project demonstrating management skills</li> <li>demonstrating competency in a minimum of five sewing techniques at the introductory competency level or higher not previously demonstrated</li> <li>assessment of the project and process.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Framework for Assessing a Fashion Project, FASAFP-1</i>  <i>Practical Lab Experiences: Ready, Set, Sew!, FAS103-1</i>  <i>Introductory Skills/Techniques: Checklist, FASSKT-1</i></p> <p><i>Standard</i>  <i>A minimum performance rating of 1 in each applicable area of assessment</i>  <i>Standards for Introductory Skills/Techniques, FASSTD-1</i></p>	55
<ul style="list-style-type: none"> <li>assess in the context of Ready, Set, Sew! the components of personal adaptability that may be significant for career choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Portfolio</b>—a minimum of two entries selected from the following: <ul style="list-style-type: none"> <li>project representation (actual article, photograph/slide, video, etc.)</li> <li>project evaluation</li> <li>Introductory Skills/Techniques Chart</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist-Introductory, FASPPFC-1</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	5
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout



**MODULE FAS103: READY, SET, SEW! (continued)**

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• practise safety when using the sewing, pressing and cutting tools and equipment</li> <li>• identify and explain the main parts of the sewing machine</li> <li>• demonstrate correct threading and basic sewing techniques</li> <li>• identify correct selection of sewing machine needle</li> <li>• demonstrate and practise correct pressing techniques using pressing aids</li> <li>• explain the difference between pressing and ironing.</li> </ul>	
Elements and Principles	<ul style="list-style-type: none"> <li>• recognize basic fabric widths</li> <li>• identify and describe a method of preshrinking fabric</li> <li>• identify and explain methods of straightening fabric ends</li> <li>• describe how to check for grain perfection</li> <li>• describe how to straighten fabric grain</li> <li>• identify and describe information found on pattern envelope and pattern instruction sheet</li> <li>• identify and describe the pattern symbols</li> <li>• describe how to choose the pattern layout according to view, pattern size, fabric width and nap</li> <li>• describe how to transfer pattern markings to fabric.</li> </ul>	
Nature of Fabric	<ul style="list-style-type: none"> <li>• explain the differences between woven, non-woven and knit</li> <li>• identify care symbols</li> <li>• describe terminology related to fabric construction.</li> </ul>	

**MODULE FAS103: READY, SET, SEW! (continued)**

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• demonstrate an understanding of sewing safety, the sewing machine, pressing, pattern information and fabric basics through application and completion of a simple project.</li></ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"><li>• lunch bag, locker organizer, tote bag, simple pillow, hair accessories</li><li>• sports bag, tool caddy, windsock</li><li>• easy craft or garment.</li></ul>
Portfolio	<ul style="list-style-type: none"><li>• maintain a portfolio of ongoing work.</li></ul>	

## MODULE FAS104: FUN WITH FASHION

Level: Introductory

Theme: Production

Prerequisite: Ready, Set, Sew! (FAS103)

Module Parameters: Access to sewing-related equipment

Students learn how to determine pattern size, choose suitable pattern and fabric, make pattern alterations, and prepare fabric and pattern for layout. They apply these skills to the assembly of a simple garment.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>• identify characteristics and care of selected natural, synthetic and blended fabrics</li><li>• identify information found on a label</li><li>• demonstrate and apply basic sewing and management skills in the assembly of a sewing project chosen with teacher approval</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li>• <b>Practical Lab Experience</b> in which the student identifies natural, synthetic and blended fabrics and information found on a label. <i>Assessment Tool</i> <i>Practical Lab Experiences: Fun With Fashion , FAS104-1</i> <i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i></li><li>• <b>Project</b> in which the student selects and sews a project with teacher approval and demonstrates all of the following skills:<ul style="list-style-type: none"><li>– measuring and determining pattern size if applicable</li><li>– choosing suitable fabric</li><li>– preparing fabric for layout and cutting</li><li>– competency in a minimum of five sewing techniques at the introductory competency level or higher not previously demonstrated (refer to Techniques and Skills Chart)</li><li>– labelling regulations.</li></ul><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP-1</i> <i>Practical Lab Experiences: Fun With Fashion, FAS104-1</i> <i>Introductory Skills/Techniques: Checklist, FASSKT-1</i> <i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i> <i>Standards for Introductory Skills/Techniques, FASSKT-1</i></li></ul>	<div>10</div> <div>85</div>

**MODULE FAS104: FUN WITH FASHION (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Fun with Fashion the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of two entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Introductory Skills/Techniques: Checklist, FASSKT-1</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist-Introductory, FASPFC-1</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>5</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• take basic measurements required for a selected project</li> <li>• determine pattern size if applicable</li> <li>• alter pattern as required</li> <li>• demonstrate correct use of pattern envelope, instructions and symbols.</li> </ul>	

**MODULE FAS104: FUN WITH FASHION (continued)**

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• be aware of factors that determine suitability of fabric and pattern</li> <li>• identify characteristics of selected natural, synthetic and blend fabrics</li> <li>• identify care requirements for selected natural, synthetic and blend fabrics</li> <li>• identify information found on a label.</li> </ul>	Discarded clothing can be used for fabric study.
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>• practise the following techniques as related to project selection: <ul style="list-style-type: none"> <li>– true, straighten and lay out fabric and pattern as instruction sheet suggests</li> <li>– pin and cut accurately</li> <li>– transfer markings</li> <li>– staystitch</li> <li>– sew a balanced stitched seam with even seam allowance</li> </ul> </li> <li>• demonstrate competency in a minimum of five sewing techniques at the introductory competency level or high not previously demonstrated.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>• boxer shorts, pull-on pants, sweat shirt, shirt</li> <li>• skirt, pants</li> <li>• stuffed toy</li> <li>• accessories—hat, tote bag</li> <li>• sportsbag</li> <li>• backpack</li> <li>• jacket.</li> </ul>
Portfolio	<ul style="list-style-type: none"> <li>• maintain a portfolio of ongoing work.</li> </ul>	





## MODULE FAS105: REPAIR AND RECYCLE

Level: Introductory

Theme: Production

Prerequisites: Ready, Set, Sew! (FAS103)

Module Parameters: Access to sewing-related equipment

Students learn how to restore or recycle garments through repair, customizing, redesign or embellishment. They use these techniques to update a wardrobe or create something new from something old.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>analyze garments based on fibre/fabric characteristics, quality, cost and maintenance requirements</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Report</b> consisting of:<ul style="list-style-type: none"><li>research of a minimum of five garments of varying qualities:<ul style="list-style-type: none"><li>fibre content</li><li>fabric construction</li><li>garment construction</li><li>cost</li><li>maintenance</li><li>overall appearance.</li></ul></li></ul></li></ul> <i>Assessment Tool</i> <i>Research Report: Repair and Recycle, FAS105–1</i> <i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i>	15
<ul style="list-style-type: none"><li>demonstrate basic repair procedures</li></ul>	<ul style="list-style-type: none"><li><b>Practical Experience</b> in which the student demonstrates competency in a minimum of five repair techniques at the introductory competency level not previously demonstrated</li></ul> <i>Assessment Tool</i> <i>Practical Lab Experiences: Repair and Recycle, 105–1</i> <i>Introductory Skills/Techniques: Checklist, FASSKT–1</i> <i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i>	25

**MODULE FAS105: REPAIR AND RECYCLE (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate the recycling of a textile item</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Project</b> in which the student applies the principles of recycling. The project will consist of: <ul style="list-style-type: none"> <li>a description</li> <li>steps involved</li> <li>resources necessary</li> <li>completed product.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Framework for Assessing a Fashion Project, FASAFP-1</i></p> <p><i>Standard</i>  <i>A minimum performance rating of 1 in each applicable area of assessment</i></p>	55
<ul style="list-style-type: none"> <li>assess in the context of Repair and Recycle the components of personal adaptability that may be significant for career choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Portfolio</b>—a minimum of two entries selected from the following: <ul style="list-style-type: none"> <li>project representation (actual article, photograph/slide, video, etc.)</li> <li>project evaluation</li> <li>Introductory Skills/Techniques: Checklist</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Introductory, FASPPC-1</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	5
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>evaluate five garments based on fibre content, fabric construction, garment construction, cost, maintenance and overall appearance.</li> </ul>	

**MODULE FAS105: REPAIR AND RECYCLE (continued)**

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>consider the financial saving, personal satisfaction and possible extended garment life of the five garments evaluated</li> <li>identify basic tools required for repair</li> <li>identify basic repair terms and techniques.</li> </ul>	
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>demonstrate at least five repairs based on the fabric, time available, equipment and garment use</li> <li>demonstrate creative ways to recycle</li> <li>demonstrate alteration and/or design procedures in repairing and recycling a chosen project.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Piecing; use of special fabric for repair – leather, appliqué, lace, sequins, studs, buttons, bows; techniques for attaching appliqué; use of decorative embroidery, trim, paints.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>Redesign garment – change collar or neckline, add, replace or remove details; restyle – sweater to vest or cardigan, pants to skirt; create a new garment – shirt and skirt from a dress, vest from full skirt; change fabric use – remove detail and reuse the fabric for another project.</li> <li>bring a denim jacket to life by adding appliqués of leather to cover weak fabric areas, embroidery, fringing, studs and new buttons</li> <li>insert pieced strips of fabric inside seams and new pockets to shorts or pants.</li> <li>convert neckties or blankets into vests, skirts or simple jackets</li> <li>reline a jacket.</li> </ul>

**MODULE FAS105: REPAIR AND RECYCLE (continued)**

Concept	Specific Learner Expectations	Notes
Portfolio	<i>The student should:</i> <ul style="list-style-type: none"><li>• maintain a portfolio of ongoing work.</li></ul>	



## MODULE FAS106: CREATING HOME OR PERSONAL ACCESSORIES

Level: Introductory

Theme: Production

Prerequisite: Ready, Set, Sew! (FAS103)

Module Parameters: Access to sewing-related equipment and tools required

Students use basic sewing skills and techniques to construct a home or personal accessory.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• demonstrate knowledge and skills related to home or personal accessories</li><li>• apply time, energy and resource management skills in construction of a project chosen with teacher approval</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>• <b>Practical Lab Experience</b> in which the student selects and makes a personal or home accessory with teacher approval and demonstrates all of the following skills:<ul style="list-style-type: none"><li>– drawing a diagram with required measurements</li><li>– determining the required fabric and notions</li><li>– choosing a suitable fabric</li><li>– preparing fabric for layout and cutting</li><li>– demonstrating competency in a minimum of five techniques at the introductory level techniques not previously demonstrated (refer to Techniques and Skills Chart).</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP-1</i> <i>Practical Lab Experiences: Assessment Form, FAS106-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 1 in each applicable are of assessment</i></p>	95

**MODULE FAS106: CREATING HOME OR PERSONAL ACCESSORIES (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Creating Home or Personal Accessories the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of two entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Introductory Skills/Techniques: Checklist</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist—Introductory, FASRFC-1</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>5</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• select a commercial pattern, OR sketch, design and draft a pattern</li> <li>• construct chosen project.</li> </ul>	

**MODULE FAS106: CREATING HOME OR PERSONAL ACCESSORIES** (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>demonstrate competency in a minimum of five techniques at the introductory level techniques not previously demonstrated.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>Home: placemats, napkins, pillow, curtains, pillow with ruffles, zipper, appliqué, seat cushion, kitchen accessories such as oven mitts, appliance covers, nursery items such as laundry bag, baby comforter, supply caddy</li> <li>Personal: neck ties, pencil case, tote bag with pockets and zippers, hat, stick sack, hockey bag, fanny pack, ski bag, wallet, tool caddy, gun case, ratchet cover, bike pack, wrist pack.</li> </ul>
Portfolio	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work.</li> </ul>	



## MODULE FAS107: CREATIVE YARNS/TEXTILES

Level: Introductory

Theme: Production

Prerequisite: None

Module Parameters: Equipment required is specific to project chosen

Students learn about the various yarn or textile arts/crafts and apply the skills to project construction.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>investigate several yarn or textile arts/crafts</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Research</b> a minimum of five yarn or textiles arts/crafts in terms of:<ul style="list-style-type: none"><li>supplies</li><li>planning</li><li>skill complexity</li><li>creativity</li><li>time.</li></ul></li></ul> <i>Assessment Tool</i> <i>Practical Lab Experiences: Creative Yarns/Textiles, FAS107-1</i> <i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i>	20
<ul style="list-style-type: none"><li>demonstrate and apply basic skills and knowledge of yarn or textile arts/crafts</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student demonstrates skills in one or more yarn or textile arts/crafts.</li></ul> <i>Assessment Tool</i> <i>Fashion Project: Creative Yarns/Textiles, FAS107-2</i> <i>Standard</i> <i>A minimum performance rating of 1 in each applicable area of assessment</i>	75



MODULE FAS107: CREATIVE YARNS/TEXTILES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Creative Yarns/Textiles the components of personal adaptability that may be significant for career choices</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of two entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Introductory Skills/Techniques Chart</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist—Introductory, FASPFC–I</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	5
<ul style="list-style-type: none"> <li>• demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE FAS107: CREATIVE YARNS/TEXTILES (continued)**

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify a minimum of five yarn or textile arts/crafts.</li> </ul>	<p>Suggestions include knitting – hand, machine; crochet; embroidery – crewel, cross stitch, needlepoint, monogramming, smocking, huck, appliqué embroidery, sewing machine embroidery, cutwork; rug crafts – hand hooking, punch needle, cross stitch on burlap, needlepoint, braided, crochet, tufted; weaving – loom, off loom; knotting – macramé, tatting; moose tufting; porcupine quill arts; beading, dream catcher.</p>
Planning and Preparation	<ul style="list-style-type: none"> <li>research one or more specific yarn or textile arts/crafts.</li> </ul>	<p>Refer to Techniques and Skills Charts. Learn the skills and technique; choose an existing pattern or create own pattern; determine required supplies. Project choice depends on student age and level of maturity and on resources available.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>complete the selected project</li> <li>evaluate the completed project's technique, design and overall appearance.</li> </ul>	
Portfolio	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work.</li> </ul>	



## MODULE CURRICULUM AND ASSESSMENT STANDARDS:

### SECTION E: INTERMEDIATE LEVEL

The following pages define the curriculum and assessment standards for the intermediate level of Fashion Studies.

Intermediate level modules help students build on the competencies developed at the introductory level and focus on developing more complex competencies. They provide a broader perspective, helping students recognize the wide range of related career opportunities available within the strand.

Module FAS201:	Fashion Dynamics .....	E.3
Module FAS202:	Fashion Illustration .....	E.7
Module FAS203:	Computer Drafted Patterns: Lower Torso.....	E.11
Module FAS204:	Evolution of Fashion .....	E.15
Module FAS205:	Flat Pattern .....	E.19
Module FAS206:	Pattern Drafting: Lower Torso .....	E.23
Module FAS207:	Creative Construction .....	E.27
Module FAS208:	Activewear .....	E.31
Module FAS209:	Discovering Specialty Fabrics .....	E.35
Module FAS210:	Sewing for Others .....	E.39
Module FAS211:	Creating Home Decor .....	E.43
Module FAS212:	Surface Embellishment .....	E.47
Module FAS214:	Fashion Merchandising .....	E.51
Module FAS215:	Upholstery .....	E.55
Module FAS216:	Creating Accessories .....	E.59





## MODULE FAS201: FASHION DYNAMICS

Level: Intermediate

Theme: Design

Prerequisite: None

Module Parameters: No specialized equipment required

Students learn to recognize and apply the elements and principles of design to planning a wardrobe.

**Note:** This module could be completed with Ready Set Sew! (FAS103) and Repair and Recycle (FAS105).

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>describe the reasons for wearing clothing</li><li>identify fashion terms</li><li>apply the elements and principles of design to wardrobe planning</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Research</b> in which the student:<ul style="list-style-type: none"><li>defines and illustrates the elements and principles of design</li><li>completes a personal inventory</li><li>applies the elements and principles of design in planning a wardrobe</li><li>analyses personal expression through a wardrobe plan.</li></ul></li></ul> <i>Assessment Tool</i> <i>Research Report: Fashion Dynamics, FAS201-1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	90
<ul style="list-style-type: none"><li>assess in the context of Fashion Dynamics the components of personal adaptability that may be significant for career choices</li></ul>	<ul style="list-style-type: none"><li><b>Portfolio</b>—a minimum of three entries selected from the following:<ul style="list-style-type: none"><li>project representation (actual, article, photograph/slide, video, etc.)</li><li>project evaluation</li><li>Intermediate Skills/Techniques Chart</li><li>research evaluation</li><li>career profile</li></ul></li></ul> <i>Assessment Tool</i> <i>Portfolio Checklist-Intermediate, FASRFC-2</i> <i>Standard</i> <i>All applicable sections have been completed</i>	10

**MODULE FAS201: FASHION DYNAMICS** (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>discuss reasons for wearing clothing</li> <li>define terms related to fashion.</li> </ul>	<p>Physiological, social, psychological.</p> <p>Fads, fashions, personal expressions, trends, classics.</p>
Elements and Principles	<ul style="list-style-type: none"> <li>define and illustrate the elements of design</li> <li>define and illustrate the principles of design</li> <li>apply the elements and principles of design to personal presentation</li> <li>discuss the problems portrayed by the media related to the “ideal figure type”</li> <li>discuss implications of first impression.</li> </ul>	<p>Line, colour, texture.</p> <p>Balance, proportion, rhythm, emphasis, harmony.</p>

**MODULE FAS201: FASHION DYNAMICS (continued)**

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"><li>• describe the characteristics of a well-planned wardrobe</li><li>• complete a personal clothing inventory</li><li>• apply the elements and principles of design and personal lifestyle in determining a well-planned wardrobe.</li></ul>	<p>Possible activities:</p> <ul style="list-style-type: none"><li>• experiment with colour and texture</li><li>• build a dress form to experiment with optical illusions.</li></ul> <p>Research choices for acquiring additional wardrobe needs; e.g.: sewing, discount stores, consignment outlets, sample rooms, home shopping, department stores, boutiques.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"><li>• maintain a portfolio of ongoing work</li><li>• investigate and record careers.</li></ul>	



## MODULE FAS202: FASHION ILLUSTRATION

**Level:** Intermediate

**Theme:** Design

**Prerequisite:** None

**Module Parameters:** No specialized equipment required

Students discover the exciting world of fashion illustration. They learn to sketch a croquis incorporating gesture and to apply skills and knowledge to creative fashion illustrations.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>• sketch a technical croquis</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li>• <b>Sketch</b> of a female and/or male technical figure using the specific proportions of the fashion figure and grid to map out placement.  <i>Assessment Tool</i> <i>Technical Croquis–Checklist, FAS202–1</i>  <i>Standard</i> <i>A minimum of 20 criteria met</i></li></ul>	10
<ul style="list-style-type: none"><li>• sketch of rounded figure incorporating simple gesture</li></ul>	<ul style="list-style-type: none"><li>• <b>Sketch</b> of two female and/or male rounded figures incorporating simple gestures using arm and leg variations.  <i>Assessment Tool</i> <i>Rounded Croquis–Checklist, FAS202–2</i>  <i>Standard</i> <i>A minimum of 20 criteria met</i></li></ul>	30



**MODULE FAS202: FASHION ILLUSTRATION** (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate sketching techniques to create fashion illustrations</li> <li>demonstrate rendering techniques</li> <li>identify garment styles and design detail</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Collection</b> of three styles for five of the following: <ul style="list-style-type: none"> <li>dresses</li> <li>skirts</li> <li>pants</li> <li>jackets</li> <li>necklines</li> <li>collars</li> <li>sleeves</li> <li>pockets</li> </ul> </li> <li><b>Sketches</b> two fashion illustrations, using a rounded figure, accompanied by a thumbnail sketch of the rendered fabric.</li> </ul> <p><i>Assessment Tool</i>  <i>Research: Fashion Illustration, FAS202–3</i></p> <p><i>Standard</i>  <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	50
<ul style="list-style-type: none"> <li>assess in the context of Fashion Illustration the components of personal adaptability that may be significant for career choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>project representation (actual, article, photograph/slide, video, etc.)</li> <li>project evaluation</li> <li>Intermediate Skills/Techniques Chart</li> <li>research evaluation</li> <li>career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FAS PFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed.</i></p>	10

## MODULE FAS202: FASHION ILLUSTRATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources</li> <li>communication.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify basic garment styles and details.</li> </ul>	<p>Dresses, skirts, pants, jackets.</p> <p>Necklines, collars, sleeves, pockets.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>sketch the human figure to fashion proportions by developing a technical croquis</li> <li>sketch the rounded figure incorporating simple gesture using arm and leg variations</li> <li>experiment with various rendering techniques to show pattern and texture of various fabrics</li> <li>create fashion illustrations that incorporate garment styles and a thumbnail sketch to represent the fabric.</li> </ul>	<p>Refer to Skills and Techniques Chart.</p> <p>Female and/or male figures can be sketched.</p> <p>Stripes, checks, plaid, prints. Quilting, corduroy, lace.</p> <p>A rounded figure template can be provided.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	



## MODULE FAS203: COMPUTER DRAFTED PATTERNS: LOWER TORSO

Level: Intermediate

Theme: Design

Prerequisites: CAD–Fundamentals (DES105)

Module Parameters: Access to computer and appropriate software required

Students develop and apply knowledge, skills and techniques necessary to operate a personal computer to design and draft patterns for fashion items. They are expected to work with limited direct instruction from their teacher in the problem-solving component of this module.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>use a computer as a tool to design an A-line skirt, shorts or pants</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Practical Lab Experience</b> in which the student uses the computer to design an A-line skirt, shorts or pants with the following pattern details: grainline, centre front/centre back, notches/dots, seam and hem lines, darts and optional details, such as pockets, yokes, facing and waistband.  <i>Assessment Tool</i> <i>Framework for Assessing Computer Drafted Patterns, FAS203–1</i>  <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	45
<ul style="list-style-type: none"><li>apply basic flat pattern skills and knowledge to make skirt, short or pant design alterations on a computer</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student demonstrates skills required to produce a computer-designed skirt, shorts or pants pattern that incorporates design details, required pattern information and layout.  <i>Assessment Tool</i> <i>Framework for Assessing Computer Drafted Patterns, FAS203–1</i> <i>Intermediate Skills/Techniques: Checklist, FASSKT–2</i>  <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i> <i>Standards for Intermediate Skills/Techniques, FASSTD–2</i></li></ul>	45

**MODULE FAS203: COMPUTER DRAFTED PATTERNS: LOWER TORSO** (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Computer Drafted Patterns: Lower Torso the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project presentation (actual, article, photograph/ slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASRFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>



**MODULE FAS203: COMPUTER DRAFTED PATTERNS: LOWER TORSO (continued)**

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>perform the following computer operations: <ul style="list-style-type: none"> <li>– insert blocks and pattern symbols</li> <li>– explode blocks</li> <li>– measure distances</li> <li>– create layers</li> <li>– generate images using recalled and supplemental CAD tools</li> </ul> </li> <li>use the computer to: <ul style="list-style-type: none"> <li>– identify, select and use appropriate CAD tools in the context of design problems</li> <li>– create the completed skirt, short or pant pattern</li> <li>– organize pattern pieces into a layout</li> <li>– estimate fabric requirements.</li> </ul> </li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Blocks and basic patterns for skirts, shorts or pants may be from a purchased library of slopers and symbols of ones previously created.</p> <p>Teachers may wish to specify design briefs for their students in this module in order to ensure specific computer applications are learned.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>personalized skirts, shorts or pants from measurements or through use of computerized slopers.</li> </ul>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	



## MODULE FAS204: EVOLUTION OF FASHION

**Level:** Intermediate

**Theme:** Design

**Prerequisite:** Ready, Set, Sew! (FAS103)

**Module Parameters:** Access to sewing-related equipment required

Students discover how fashion has been influenced throughout history and relate past fashions to present-day styles.

**Note:** This module could be completed with a sewing project chosen for Creative Construction (FAS207), Discovering Specialty Fabrics (FAS209) or Sewing for Others (FAS211). The project could be a historic costume or the “stage set” for a drama production.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>research fashion in a historical period and provide an analysis of how it relates to present-day styles</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Report</b> specific to one period in time:<ul style="list-style-type: none"><li>influences (economic, political, geographic, religious, cultural, technical)</li><li>description of fashion in this period</li><li>illustrations</li><li>analysis of how this period has influenced present-day styles.</li></ul></li></ul> <i>Assessment Tool</i> <i>Research: Evolution of Fashion, FAS204–1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	30
<ul style="list-style-type: none"><li>recognize factors influencing fashion unique to specific time periods</li><li>construct a project incorporating a fashion detail from the past</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student incorporates fashion details from the past to create a historical fashion.</li></ul> <i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	60

## MODULE FAS204: EVOLUTION OF FASHION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Evolution of Fashion the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASPFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define fashion and fashion cycle</li> <li>• analyze factors that shape fashion</li> <li>• identify basic clothing shapes throughout fashion history</li> </ul>	<p>Economy, finances, politics, technology, lifestyle, role models.</p> <p>Consult:</p> <ul style="list-style-type: none"> <li>• Alberta Museums Association</li> <li>• Provincial Museum of Alberta</li> <li>• U of A Historic Fashion Collection</li> </ul>

## MODULE FAS204: EVOLUTION OF FASHION (continued)

Concept	Specific Learner Expectations	Notes
Nature of Fashion (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>analyze fashions representative of various historical periods and their influences on present-day fashions.</li> </ul>	<p>Consider the interrelationships of cultural, political, religious, economic and technological influences.</p> <p>Students may work individually or in groups, each selecting a historical period. Possibilities include:</p> <ul style="list-style-type: none"> <li>• prehistory</li> <li>• Egypt</li> <li>• Ancient Greece</li> <li>• Byzantine</li> <li>• Early Renaissance</li> <li>• Late Renaissance</li> <li>• Baroque</li> <li>• French Empire</li> <li>• Victorian</li> <li>• Edwardian</li> <li>• a 20th-century decade.</li> </ul>
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>select a historical style to incorporate into a project.</li> </ul>	<p>Students may sew the selected style, using a Project Module from the Career Transitions strand. Refer to Techniques and Skills Chart.</p> <p>Students might work with the Drama Department on a class or school production.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	





## MODULE FAS205 : FLAT PATTERN

**Level:** Intermediate

**Theme:** Production

**Prerequisite:** Fun with Fashion (FAS104)

**Module Parameters:** Access to sewing-related equipment

Students change a basic skirt or pant pattern into a design of choice using flat pattern designing techniques, and test the design by sewing in muslin.

**Note:** This module could be completed with a sewing project chosen for Creative Construction (FAS207), Discovering Specialty Fabrics (FAS209), or Sewing for Others (FAS211).

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>identify methods of designing patterns – flat pattern, drafting and draping</li><li>identify terms, tools and equipment related to flat pattern designing</li><li>demonstrate design techniques for a skirt or pants using full-, half- or quarter-scale patterns</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Concept Test</b> consisting of questions on terms, methods of designing, tools and equipment. <i>Assessment Tool</i> <i>Flat Pattern: Sample Test, FAS205–1</i> <i>Standard</i> <i>50% of the questions answered correctly</i></li></ul>	10
	<ul style="list-style-type: none"><li><b>Practical Lab Experience</b> in which the student applies flat pattern techniques to design a quarter-, half- or full-scale pant or skirt pattern from an illustration. Note: quarter-scale is manageable. <i>Assessment Tool</i> <i>Framework for Assessing a Pattern Design, FASAPD–2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	25

MODULE FAS205: FLAT PATTERN (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate flat pattern design techniques to a full-size skirt or pants, culminating with the fitting and sewing of a muslin</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Project</b> in which the student creates a full-scale pattern and completes the project in muslin using the pattern.  <i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP-2</i>  <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li> </ul>	55
<ul style="list-style-type: none"> <li>assess in the context of Flat Pattern the components of personal adaptability that may be significant for career choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>project representation (actual, article, photograph/slide, video, etc.)</li> <li>project evaluation</li> <li>Intermediate Skills/Techniques Chart</li> <li>research evaluation</li> <li>career profile</li> </ul>  <i>Assessment Tool</i> <i>Portfolio Checklist–Intermediate, FASPPFC-2</i>  <i>Standard</i> <i>All applicable sections have been completed</i> </li> </ul>	10
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources.</li> </ul>  <i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i> </li> </ul>	Integrated throughout

**MODULE FAS205: FLAT PATTERN** (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>define the design terms: flat pattern, drafting and draping</li> <li>become acquainted with terms related to flat pattern designing.</li> </ul>	
Tools, Equipment and Safety	<ul style="list-style-type: none"> <li>identify basic tools and equipment.</li> </ul>	French curve, T-square, pattern paper, right angle, straight edge, tracing wheel.
Planning and Preparation	<ul style="list-style-type: none"> <li>take required measurements accurately.</li> </ul>	
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>demonstrate at least eight techniques in quarter-scale skirt and/or pant patterns</li> <li>apply pattern changing skills to a commercial pattern or a sloper</li> <li>determine amount of fabric required for selected pattern</li> <li>organize and record a detailed instruction sheet</li> <li>construct the pattern working in desired design features</li> <li>label pattern</li> <li>complete the project in muslin.</li> </ul>	<p>Eliminate darts and/or change darts to tucks or gathers, adding fly fronts, pockets, cuffs, A-line, circular, gathered, gored, pleated, tiered, button skirts, width variations.</p> <p>Students may sew the designed pattern in a fashion fabric of choice, using a Project Module from the Career Transitions strand.</p> <p>A personalized dress form may be used to check pattern design and muslin fit.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	





## MODULE FAS206: PATTERN DRAFTING: LOWER TORSO

Level: Intermediate

Theme: Production

Prerequisite: Flat Pattern (FAS205)

Module Parameters: Access to sewing-related equipment

Students use body measurements to draft a basic skirt or pant. They demonstrate drafting techniques needed to create the desired look, and test the draft by sewing in muslin.

**Note:** This module could be completed with another module such as Creative Construction (FAS207), Discovering Specialty Fabrics (FAS209) or Sewing with Others (FAS211).

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>demonstrate drafting techniques for a skirt and/or pants using full-, half- or quarter-scale patterns</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Practical Lab Experience</b> in which the student given a specific set of measurements drafts a quarter-, half- or full-scale skirt and/or pant pattern. <i>Assessment Tool</i> <i>Framework for Assessing a Pattern Design, FASAPD-2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	25
<ul style="list-style-type: none"><li>demonstrate drafting techniques required to create a skirt and/or pant design in muslin</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student drafts a full-scale pattern for a skirt and/or pants and completes a muslin. <i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP-2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	65

**MODULE FAS206: PATTERN DRAFTING: LOWER TORSO** (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Pattern Drafting: Lower Torso the components of personal adaptability that may be significant for career choices</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASRFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	10
<ul style="list-style-type: none"> <li>• demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify the general rules necessary to draft a skirt or pant pattern</li> <li>• take the required measurements for skirt and/or pants</li> <li>• add required ease to measurements for full-scale pattern</li> <li>• demonstrate correct use of drafting tools.</li> </ul>	<p>Identify the dart, length and shape.</p> <p>French curve, right angle.</p>

**MODULE FAS206: PATTERN DRAFTING: LOWER TORSO (continued)**

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• draft a basic skirt or pant in quarter scale</li> <li>• demonstrate design and drafting techniques for at least six skirt and/or pants variations in quarter scale</li> <li>• draft a basic skirt or pant in full scale</li> <li>• choose one of these variations to draft in full scale</li> <li>• label pattern symbols</li> <li>• compile a step-by-step list of instructions to follow during the assembly of the garment</li> <li>• determine required fabrics and notions</li> <li>• sew in muslin and in fashion fabric if time permits.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Students may sew the designed pattern in a fashion fabric of choice, using a Project Module from the Career Transitions strand.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>• maintain a portfolio of ongoing design work</li> <li>• investigate and record careers.</li> </ul>	



## MODULE FAS207: CREATIVE CONSTRUCTION

Level: Intermediate

Theme: Production

Prerequisite: Fun with Fashion (FAS104)

Module Parameters: Access to sewing-related equipment

Students apply the knowledge gained in Fun with Fashion (FAS104) and go onto more advanced techniques and knowledge of fabrics to complete a garment.

**Note:** This module could be completed with other intermediate level Fashion Studies modules.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>identify basic weaves and common finishes</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Practical Lab Experience</b> in which the student identifies four basic weaves and four fabric finishes. <i>Assessment Tool</i> <i>Practical Lab Experiences: Assessment Form, FAS207-1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	10
<ul style="list-style-type: none"><li>demonstrate and apply knowledge and skills related to pattern alterations, fabric choices and intermediate sewing techniques</li><li>apply time, energy and resource management skills in assembling a project chosen with teacher approval</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student selects and makes a project demonstrating a minimum of four intermediate sewing techniques. <i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP-2</i> <i>Practical Lab Experiences: Creative Construction: Assessment Form, FAS207-1</i> <i>Fashion Studies Checklist for Intermediate Skills/Techniques, FASSKT-2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i> <i>Standards for Intermediate Skills/Techniques, FASSTD-2</i></li></ul>	80



## MODULE FAS207: CREATIVE CONSTRUCTION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Creative Construction the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASDFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify methods of basic fabric construction: <ul style="list-style-type: none"> <li>– wovens</li> <li>– non-wovens</li> <li>– knits</li> </ul> </li> <li>• identify common fabric finishes</li> <li>• explain and demonstrate knowledge related to support fabrics – interfacing, lining, underlining and interlining.</li> </ul>	

**MODULE FAS207: CREATIVE CONSTRUCTION (continued)**

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<i>The student should:</i> <ul style="list-style-type: none"><li>• complete the following as related to project selection:<ul style="list-style-type: none"><li>– alter pattern</li><li>– recognize various pattern types.</li></ul></li></ul>	Multi-size, commercial patterns.
Skills, Techniques and Applications	<ul style="list-style-type: none"><li>• demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated.</li></ul>	Refer to Techniques and Skills Chart. Possible projects: <ul style="list-style-type: none"><li>• shirt, jacket, dress, lined skirt or pant.</li></ul>
Portfolio/Career Exploration	<ul style="list-style-type: none"><li>• maintain a portfolio of ongoing work</li><li>• investigate and record careers.</li></ul>	



## MODULE FAS208: ACTIVEWEAR

Level: Intermediate

Theme: Production

Prerequisite: Fun with Fashion (FAS104)

Module Parameters: Access to sewing-related equipment

Students learn how to make activewear unique, attractive and serviceable.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>• identify requirements of activewear patterns and fabrics</li><li>• identify care for activewear fabrics</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li>• <b>Analysis</b> consisting of researching three activewear fabrics in terms of<ul style="list-style-type: none"><li>– use (specific/versatile; advantage/disadvantage)</li><li>– comfort (e.g., wearability, breathability)</li><li>– protection (e.g., wind, cold, heat, moisture)</li><li>– care</li><li>– cost</li></ul></li></ul> <i>Assessment Tool</i> <i>Practical Lab Experiences: Assessment Form, FAS208–1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	20
<ul style="list-style-type: none"><li>• demonstrate correct use of supplies, tools and techniques used in sewing activewear</li><li>• apply knowledge and management skills in the assembly of an activewear garment</li></ul>	<ul style="list-style-type: none"><li>• <b>Project</b> in which a student selects and makes an activewear project demonstrating a minimum of four intermediate sewing techniques.</li></ul> <i>Assessment Tool</i> <i>Framework for Assessing a Project, FASAFP–2</i> <i>Practical Lab Experiences: Activewear: Assessment Form, FAS208–1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i> <i>Standards for Intermediate Skills/Techniques, FASSTD–2</i>	70

## MODULE FAS208: ACTIVEWEAR (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Activewear the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist—Intermediate, FASRFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric and Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• describe fabrics that are designed for activewear</li> <li>• identify factors to consider when selecting support fabrics and notions</li> <li>• describe care required for chosen fabric.</li> </ul>	Comfort, versatility, wear, warmth and protection. Breathable, insulationproof, water repellent and waterproof, wind resistant and proof.
Planning and Preparation	<ul style="list-style-type: none"> <li>• identify and research techniques required for sewing chosen project.</li> </ul>	
Tools, Equipment and Safety	<ul style="list-style-type: none"> <li>• identify equipment, tools and supplies used for sewing activewear.</li> </ul>	



**MODULE FAS208: ACTIVEWEAR** (continued)

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated</li> <li>• apply learnings to selected project.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>• swimsuit, gymnastic wear, bicycling shorts and shirt, windbreaker, raincoat, polar fleece jacket, insulated jacket, ski jacket, ski pant.</li> </ul>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>• maintain a portfolio of ongoing work</li> <li>• investigate and record careers.</li> </ul>	



## MODULE FAS209: DISCOVERING SPECIALTY FABRICS

**Level:** Intermediate

**Theme:** Production

**Prerequisite:** Fun with Fashion (FAS104)

**Module Parameters:** Access to sewing-related equipment and tools required

Students research, experiment with and produce a project using a specialty fabric.

**Note:** This module could be completed with another intermediate level Fashion Studies module.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>• identify characteristics of specialty fabrics</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li>• <b>Report and Presentation</b> on a specialty fabric chosen from this list: border or large print, bottom weight denim, corduroy, diagonal design, lustrous, melton, one-way stretch, plaid, quilted fabric, slippery, stripe, tapestry, two-way stretch, velveteen, vinyl. The report will include:<ul style="list-style-type: none"><li>– characteristics of specialty fabrics</li><li>– techniques involved in choosing patterns, lining, interfacing and notions</li><li>– techniques involved in preparation and sewing the fabric</li><li>– care requirements.</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Report/Presentation: Discovering Specialty Fabrics, FAS209-1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	30

**MODULE FAS209: DISCOVERING SPECIALTY FABRICS (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate and apply knowledge and skills selecting patterns, lining, interfacings and notions specific to chosen specialty fabric</li> <li>demonstrate correct sewing and pressing techniques in the assembly of a project</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Project</b> is completed using a specialty fabric and demonstrating a minimum of four intermediate sewing techniques</li> </ul> <p><i>Assessment Tools</i>  <i>Framework for Assessing a Fashion Project, FASAFP-2</i>  <i>Practical Lab Experiences: Discovering Specialty Fabrics, FAS209-2</i></p> <p><i>Standard</i>  <i>A minimum performance rating of 2 in each applicable area of assessment</i>  <i>Standards for Intermediate Skills/Techniques, FASSTD-2</i></p>	60
<ul style="list-style-type: none"> <li>assess in the context of Discovering Specialty Fabrics the components of personal adaptability that may be significant for career choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>project representation (actual, article, photograph/slide, video, etc.)</li> <li>project evaluation</li> <li>Intermediate Skills/Techniques Chart</li> <li>research evaluation</li> <li>career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASPPFC-2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	10
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE FAS209: DISCOVERING SPECIALTY FABRICS (continued)**

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>complete a project of choice and/or a written report including samples as related to fabric selection.</li> </ul>	The chosen fabric should be one the student has never worked with before.
Tools, Equipment and Safety	<ul style="list-style-type: none"> <li>describe and demonstrate special tools needed for accurate cutting and sewing.</li> </ul>	
Planning and Preparation	<ul style="list-style-type: none"> <li>describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit</li> <li>describe how to choose interfacing, lining, underlining, interlining and notions</li> <li>describe and demonstrate fabric preparation</li> <li>describe proper care, cleaning and storage of fabric chosen.</li> </ul>	
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>demonstrate special layout, pinning, cutting and marking techniques</li> <li>demonstrate suitable methods of stitching, stabilizing and finishing seams</li> <li>demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable</li> <li>demonstrate suitable finishing techniques.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>A personalized dress form may be used to check fit.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	





## MODULE FAS210: SEWING FOR OTHERS

**Level:** Intermediate

**Theme:** Production

**Prerequisite:** Fun with Fashion (FAS104)

**Module Parameters:** Access to sewing-related equipment

Students have an opportunity to sew something for someone else. A “client” may have special requests that may require special measuring, designing, fitting, sewing techniques and/or resources.

**Note:** This module could be completed with many other intermediate and advanced level Fashion Studies modules.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>demonstrate and apply sewing techniques and decision making in a sewn project for a client</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Project Plan</b> including:<ul style="list-style-type: none"><li>client’s needs, wants, parameters</li><li>fabric/design detail</li><li>cost</li><li>time lines (fitting/completion)</li><li>identify skills, techniques and resources necessary.</li></ul></li></ul> <i>Assessment Tool</i> <i>Project Plan: Sewing for Others, FAS210–1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	20
	<ul style="list-style-type: none"><li><b>Project</b> in which the student selects and makes a project demonstrating a minimum of four intermediate sewing techniques.</li></ul> <i>Assessment Tool</i> <i>Practical Lab Experiences: Sewing for Others, FAS210–2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i> <i>Standards for Intermediate Skills/Techniques, FASSTD–2</i>	60

# MODULE FAS210: SEWING FOR OTHERS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>research the specific requirements of the selected project and demonstrate requested pattern alterations</li> <li>analyze time, energy and resource management on completion of a project</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Log Record</b> of <ul style="list-style-type: none"> <li>time spent shopping, sewing, consulting and fitting</li> <li>costs (hidden and actual).</li> <li>project assessment by client if possible (meeting expectations as outlined in proposal). Student analyzes project, client's assessment, problems encountered and decisions made.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Logbook Record Checklist: Sewing for Others, FAS210-3</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	10
<ul style="list-style-type: none"> <li>assess in the context of Sewing for Others the components of personal adaptability that may be significant for career choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>project representation (actual, article, photograph/slide, video, etc.)</li> <li>project evaluation</li> <li>Intermediate Skills/Techniques Chart</li> <li>research evaluation</li> <li>career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist-Intermediate, FAS210-2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	10
<ul style="list-style-type: none"> <li>demonstrate basic competencies</li> </ul>	<ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources</li> <li>communication</li> <li>demonstrating responsibility.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE FAS210: SEWING FOR OTHERS (continued)**

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• meet with client and, considering specialty needs, establish criteria</li> <li>• take the basic measurements for selected project</li> <li>• calculate, analyze and record the project cost and determine final charge.</li> </ul>	<p>Establish needs and wants, selection of pattern, design and construction details, fabric and trim selection, future meeting for fittings or approval, deadline for completion, calculate costs of materials and length of time involved then finalize costs, mark up.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>• sew the fashion item considering client's needs and wants</li> <li>• test the fitting and make necessary adjustments</li> <li>• analyze time, energy and resource management</li> <li>• apply learnings to selected project</li> <li>• demonstrate competency in a minimum of five intermediate level techniques not previously demonstrated.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>• clothing item for a physically challenged client</li> <li>• fashion item (apparel or accessory) wanted by a friend.</li> </ul> <p>A personalized dress form of the client may be beneficial for frequent fittings.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>• maintain a portfolio of ongoing work</li> <li>• investigate and record careers.</li> </ul>	



**MODULE FAS211: CREATING HOME DECOR****Level:** Intermediate**Theme:** Production**Prerequisite:** Ready, Set, Sew! (FAS103)**Module Parameters:** Access to sewing-related equipment

Students apply design and sewing techniques to create a home decor fashion.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>demonstrate knowledge and skills related to home decor</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Practical Lab Experience</b> in which the student selects and creates a home decor fashion with teacher approval and demonstrates competency in a minimum of four techniques at the intermediate competency level or higher not previously demonstrated (refer to Techniques and Skills Chart).  <i>Assessment Tool</i> <i>Practical Lab Experiences: Assessment Form, FAS211-1</i>  <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	80
<ul style="list-style-type: none"><li>apply and evaluate time, energy and resource management skills in the assembly of a project chosen with teacher approval</li></ul>	<ul style="list-style-type: none"><li><b>Project Assessment</b> in which the project is evaluated for techniques demonstrated, final product, cost and merchandising potential.  <i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP-2</i>  <i>Standard</i> <i>minimum performance rating of 2 in each applicable area of assessment</i> <i>Standards for Intermediate Skills/Techniques, FASSTD-2</i></li></ul>	10



# MODULE FAS211: CREATING HOME DECOR (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Creating Home Decor the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASRFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• complete the following as related to project selection: <ul style="list-style-type: none"> <li>– identify required characteristics</li> <li>– choose a suitable fabric.</li> </ul> </li> </ul>	
Planning and Preparation	<ul style="list-style-type: none"> <li>• complete the following as related to project selection: <ul style="list-style-type: none"> <li>– take accurate measurements to determine fabric needs</li> <li>– identify other required supplies and equipment.</li> </ul> </li> </ul>	<p>Possible projects:</p> <ul style="list-style-type: none"> <li>• garment bag, bed covering, quillow, quilt, detailed doll or animal, heirloom pillow, wreath, pillow shams, wall hanging, window treatment or furniture covering.</li> </ul>

**MODULE FAS211: CREATING HOME DECOR (continued)**

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<i>The student should:</i> <ul style="list-style-type: none"><li>• research and identify the sewing and assembly techniques required for the selected project</li><li>• demonstrate competency in a minimum of five techniques at the intermediate competency level or higher not previously demonstrated.</li></ul>	Refer to Techniques and Skills Chart.
Portfolio/Career Exploration	<ul style="list-style-type: none"><li>• maintain a portfolio of ongoing work</li><li>• investigate and record careers.</li></ul>	



## MODULE FAS212: SURFACE EMBELLISHMENT

**Level:** Intermediate

**Theme:** Production

**Prerequisite:** Ready, Set, Sew (FAS103) optional according to project selection

**Module Parameters:** Equipment required is specific to project chosen

Students use the skills from this module to add pizzazz to a wardrobe or home decor.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>demonstrate various types of surface embellishment techniques</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Practical Lab Experience</b> in which the student, with teacher approval, experiments with existing designs or creates unique designs that include a minimum of four different embellishment techniques. This experimentation is to be followed by completion of a project. <i>Assessment Tool</i> <i>Practical Lab Experiences: Assessment Form, FAS212-1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	30
<ul style="list-style-type: none"><li>apply specific techniques to a project development</li></ul>	<ul style="list-style-type: none"><li><b>Project Assessment</b> in which the project is evaluated for appearance, preparation, construction, design, technique, finishing and cost. <i>Assessment Tool</i> <i>Fashion Project: Surface Embellishment, FAS212-2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	60

## MODULE FAS212: SURFACE EMBELLISHMENT (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Surface Embellishment the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASPPC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• research various forms of fabric design and embellishment.</li> </ul>	
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>• experiment at least three embellishment techniques.</li> </ul>	<p>Refer to Techniques and Skills Chart</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>• use created yardage to make a vest, bag, evening bag, cushion</li> <li>• apply created work on readymade item</li> <li>• use created yardage in a project already under construction.</li> </ul>

**MODULE FAS212: SURFACE EMBELLISHMENT** (continued)

Concept	Specific Learner Expectations	Notes
Portfolio/Career Exploration	<i>The student should:</i> <ul style="list-style-type: none"><li>• maintain a portfolio of ongoing work</li><li>• investigate and record careers.</li></ul>	





## MODULE FAS214: FASHION MERCHANDISING

Level: Intermediate

Theme: Merchandising

Prerequisite: None

Module Parameters: No specialized equipment required

Students learn policies and techniques used by the industry to sell fashion.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>recognize and discuss key terms as they relate to the merchandising of fashion</li><li>explain advantages and disadvantages of current fabrics/textiles</li><li>examine merchandising policies used by retailers to attract specific customers</li><li>identify specific “auxiliary services” tailored for the fashion business</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Concept Test</b> consisting of terms used in merchandising of fashion. <i>Assessment Tool</i> <i>Sample Test: Fashion Merchandising, FAS214-1</i> <i>Standard</i> <i>50% answered correctly</i></li></ul>	15
	<ul style="list-style-type: none"><li><b>Textile Research</b> in which the student compares a minimum of five current fabrics/textiles in terms of:<ul style="list-style-type: none"><li>– fibre content</li><li>– durability</li><li>– cost</li><li>– care</li><li>– comfort</li><li>– uses</li><li>– resiliency</li></ul><i>Assessment Tool</i> <i>Textile Research, FAS214-2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	20
	<ul style="list-style-type: none"><li><b>Merchandising Policy Project</b> in which the student outlines the merchandising policy for a specific target market. <i>Assessment Tool</i> <i>Fashion Merchandising: Policy and Auxiliary Services, FAS214-3</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	55

**MODULE FAS214: FASHION MERCHANDISING (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Fashion Merchandising the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASPFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources</li> <li>– communication</li> <li>– demonstrating responsibility.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify various categories of merchandise</li> <li>• identify the fibre content</li> <li>• analyze the advantages and disadvantages of various fabrics</li> <li>• assess the characteristics of the product in terms of customer's needs.</li> </ul>	<p>Sportswear, bridal wear, home fashions.</p> <p>Care and use.</p>

**MODULE FAS214: FASHION MERCHANDISING (continued)**

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>define merchandising and its application to the fashion industry</li> <li>explain target market and describe in terms of demographics and psychographics</li> <li>discuss merchandising policies according to: <ul style="list-style-type: none"> <li>– fashion cycle</li> <li>– quality</li> <li>– price</li> <li>– depth and breadth</li> <li>– brand.</li> </ul> </li> </ul>	Refer to Management and Marketing strand for definitions of: merchandising, demographics, psychographics and merchandising policies.
Planning and Preparation	<ul style="list-style-type: none"> <li>describe a specific target market</li> <li>outline and plan a merchandising policy for the target market.</li> </ul>	
Career Exploration/Portfolio	<ul style="list-style-type: none"> <li>identify auxiliary services available to the fashion merchandiser</li> <li>investigate a variety of career opportunities in Fashion Auxiliary Services.</li> </ul>	Fashion magazines, broadcast media, trade publications, advertising and public relations agencies, consultant and market research groups.



## MODULE FAS215: UPHOLSTERY

Level: Intermediate

Theme: Production

Prerequisite: Ready Set, Sew! (FAS103) optional according to project selection

Module Parameters: Equipment required is specific to project chosen

Students have the opportunity to innovate, remove and recover an upholstery item.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>determine if it is worthwhile to upholster considering cost and availability of required fabrics and tools, time exerted and complexity of skills required</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Project Plan</b> including:<ul style="list-style-type: none"><li>project description</li><li>cost projection<ul style="list-style-type: none"><li>to re-upholster</li><li>to purchase</li><li>to have professionally upholstered</li></ul></li><li>fabric notions and tools required</li><li>time estimate</li><li>identify skills, resources and techniques necessary.</li></ul><i>Assessment Tool</i> <i>Project Plan: Upholstery, FAS215-1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	15
<ul style="list-style-type: none"><li>demonstrate techniques required to create or replace a desired upholstered project</li><li>complete a career profile associated with upholstery</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student upholsters an item. <i>Assessment Tool</i> <i>Practical Lab Experiences: Upholstery, FAS215-2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i></li></ul>	75



## MODULE FAS215: UPHOLSTERY (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Upholstery the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASRFC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• research durability characteristics of fabric such as weave, fibre content, surface pattern and fabric finish</li> <li>• determine a suitable fabric covering considering durability, comfort, appearance, availability, cost and assembling ease.</li> </ul>	
Tools, Equipment and Safety	<ul style="list-style-type: none"> <li>• determine the availability and cost of tools required to upholster.</li> </ul>	

**MODULE FAS215: UPHOLSTERY** (continued)

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• estimate the cost of materials</li> <li>• estimate the time required to create or, if necessary, to remove and replace existing cover</li> <li>• determine the steps to follow in layout, cutting and assembly</li> <li>• draft a pattern (either new or use existing cover if replacing)</li> <li>• determine the actual fabric detailing requirements.</li> </ul>	Piping, stuffing buttons.
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>• investigate various techniques for assembly</li> <li>• review types of seams and stitches using hand and machine processes</li> <li>• inspect and repair inner padding or structure</li> <li>• investigate appropriate fasteners to secure the covering</li> <li>• complete an upholstered project.</li> </ul>	Stitching, sculpting, tufting, gathering, draping, piping, buttoning, zipper applications.
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>• maintain a portfolio of ongoing work</li> <li>• investigate and record careers.</li> </ul>	



## MODULE FAS216: CREATING ACCESSORIES

Level: Intermediate

Theme: Production

Prerequisite: None

Module Parameters: Equipment required is specific to project chosen

Students study accessories related to fashion and produce a fashion accessory. Possibilities include belts, gloves, neckwear, footwear, jewellery, bags.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>define terms related to a specific accessory</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Project Proposal</b> on a specific accessory in which the student includes:<ul style="list-style-type: none"><li>terms</li><li>project description</li><li>skills, resources and techniques necessary</li><li>cost estimate</li><li>target market</li><li>marketing strategy.</li></ul></li></ul> <i>Assessment Tool</i> <i>Project Plan: Creating Accessories, FAS216–1</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	15
<ul style="list-style-type: none"><li>construct an accessory applying design elements to coordinate with personal wardrobe</li><li>analyze and evaluate the creativity, wearability and marketability of the accessory</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student constructs the accessory and assesses its design elements, creativity and wearability.</li></ul> <i>Assessment Tool</i> <i>Practical Lab Experiences: Creating Accessories, FAS216–2</i> <i>Standard</i> <i>A minimum performance rating of 2 in each applicable area of assessment</i>	75

## MODULE FAS216: CREATING ACCESSORIES (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Creating Accessories the components of personal adaptability that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Intermediate Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Intermediate, FASPPC–2</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify major areas in the accessory industry</li> <li>• explore various sources of inspiration</li> <li>• explain how accessories enhance current styles, trends, colours, textures and silhouettes.</li> </ul>	<p>Shoes, hosiery, belts, handbags, gloves, millinery, jewellery, perfume, neckwear (scarves and ties), bodywear, intimate apparel, sunglasses.</p> <p>Fashion magazines, objects in nature, street trends, historical trends, museums, famous personalities.</p>

**MODULE FAS216: CREATING ACCESSORIES** (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>explain terms related to a specific accessory.</li> </ul>	<p>Possible terms may include:</p> <ul style="list-style-type: none"> <li>shoes—upper, last, vamp, shank, loafer, gillie, espadrille, pump, sling back</li> <li>jewellery—costume, fine, bridge, gemstones, 24K, carat</li> <li>handbags—shoulder, envelop.</li> </ul>
Planning and Preparation	<ul style="list-style-type: none"> <li>select a creative accessory to produce and possibly market.</li> </ul>	<p>Refer to Techniques and Skills Chart</p> <p>Accessory may be designed with a step-by-step list of instructions to produce it.</p> <p>Consider as a guest speaker someone in community who creates and sells accessories.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>produce the selected accessory.</li> </ul>	
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	





## MODULE CURRICULUM AND ASSESSMENT STANDARDS:

### SECTION F: ADVANCED LEVEL

The following pages define the curriculum and assessment standards for the advanced level of Fashion Studies.

Advanced level modules demand a higher level of expertise and help prepare students for entry into the workplace or a related post-secondary program.

Module FAS301:	Fashion Illustration: Creating a Fashion Line.....	F.3
Module FAS302:	Computer Drafted Patterns: Upper Torso .....	F.7
Module FAS303:	Pattern Drafting: Upper Torso .....	F.11
Module FAS304:	Contemporary Tailoring.....	F.15
Module FAS306:	Couture .....	F.19
Module FAS307:	Creators of Fashion .....	F.21
Module FAS308:	Cultural Fashions .....	F.23
Module FAS309:	Advanced Specialty Fabrics.....	F.27
Module FAS314:	Fashion Retailing .....	F.31



**MODULE FAS301: FASHION ILLUSTRATION: CREATING A FASHION LINE****Level:** Advanced**Theme:** Design**Prerequisite:** Fashion Illustration (FAS202)**Module Parameters:** No specialized equipment required

Students create a fashion line by applying advanced fashion illustration skills and techniques.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>• sketch the fashion figure to illustrate the technical and the impressionistic approach to fashion design</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li>• <b>Practical Lab Experience</b> in which the student:<ul style="list-style-type: none"><li>– sketches a technical drawing that incorporates all the construction details of design</li><li>– creates an impressionistic drawing that projects a visual message</li><li>– compiles a collection of ten illustrations that include both the use of technical designs and impressionistic illustrations</li></ul></li></ul> <i>Assessment Tool</i> <i>Technical Drawing, FAS301–1</i> <i>Impressionistic Drawing, FAS301–2</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	50
<ul style="list-style-type: none"><li>• research fashion trends to acquire ideas for inspiration</li><li>• apply advanced sketching techniques to create a fashion line</li></ul>	<ul style="list-style-type: none"><li>• <b>Fashion Line</b> that includes a minimum of five fashion illustrations from a technical or impressionistic approach.</li></ul> <i>Assessment Tool</i> <i>Fashion Line, FAS301–3</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	40

**MODULE FAS301: FASHION ILLUSTRATION: CREATING A FASHION LINE** (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Fashion Illustration: Creating a Fashion Line the components of personal adaptability and labour market dynamics that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Advanced Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile/research</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist—Advanced, FASRFC-3</i></p> <p><i>Standard</i>  <i>A minimum performance rating of 3 in each applicable area of assessment</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– ethics</li> <li>– managing resources</li> <li>– communication.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

**MODULE FAS301: FASHION ILLUSTRATION: CREATING A FASHION LINE** (continued)

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>research current fashion trends by exploring various sources of inspiration</li> <li>determine a target market.</li> </ul>	<p>Fashion magazines, pattern books, retail outlets.</p> <p>Age, gender, roles.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>sketch two fashion illustrations of the same garment which incorporate techniques used in a technical drawing and an impressionistic drawing</li> <li>apply advanced fashion illustration techniques to produce a fashion line from a technical or impressionistic approach</li> <li>draw the fashion illustrations in a medium of choice</li> <li>include a company name and develop a logo and business card for the fashion line.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Female or male figure.</p> <p>Technical details of the design includes drape, construction details and fit.</p> <p>Impressionistic drawing focuses on the figure to create a visual mood.</p> <p>Possibilities include:</p> <ul style="list-style-type: none"> <li>a wardrobe grouping for a retail outlet</li> <li>wardrobe for specific client(s); e.g., member of an athletic team, high school student, preschool child, executive</li> <li>particular type of clothing; e.g., formal wear, sportswear, swimwear.</li> </ul> <p>Watercolours, pen, ink, markers.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	





**MODULE FAS302: COMPUTER DRAFTED PATTERNS: UPPER TORSO****Level:** Advanced**Theme:** Design**Prerequisite:** Computer Drafted Patterns I (FAS203)**Module Parameters:** Access to computer and appropriate software required

Students use a personal computer and appropriate software to design and draft patterns for fashion items with limited direct instruction from the teacher in the problem-solving component of this module.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>• use a computer as a tool to design a bodice and a sleeve pattern</li></ul>	<i>Assessment of student achievement will be based on:</i>	
	<ul style="list-style-type: none"><li>• <b>Practical Lab Experiences</b> in which the student uses the computer to design a bodice and sleeve pattern experimenting with button front openings, necklines, sleeve variations and a minimum of two alterations.</li></ul>	45
	<i>Assessment Tool</i> <i>Computer Drafted Patterns: Upper Torso, FAS302–I</i>	
	<i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	
<ul style="list-style-type: none"><li>• apply basic flat pattern skills and knowledge to make bodice and sleeve design alterations on a computer</li></ul>	<ul style="list-style-type: none"><li>• <b>Project</b> in which the student demonstrates skills required to produce a computer-designed shirt, jacket or dress pattern that incorporates design details, required pattern information and layout.</li></ul>	45
	<i>Assessment Tool</i> <i>Computer Drafted Patterns: Upper Torso, FAS302–I</i>	
	<i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	

**MODULE FAS302: COMPUTER DRAFTED PATTERNS: UPPER TORSO (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Computer Drafted Patterns: Upper Torso the components of personal adaptability and labour market dynamics that may be significant for career choices</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Advanced Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile/research</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Advanced, FASRFC–3</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	10
<ul style="list-style-type: none"> <li>• demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources</li> <li>– communication.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE FAS302: COMPUTER DRAFTED PATTERNS: UPPER TORSO (continued)**

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>perform the following computer operation: <ul style="list-style-type: none"> <li>– grading pattern blocks</li> </ul> </li> <li>use the computer to: <ul style="list-style-type: none"> <li>– create the completed blouse, shirt, jacket or dress patterns</li> <li>– create a graded nest of sizes for one or more of the patterns</li> <li>– organize the patterns pieces into a layout</li> <li>– estimate fabric requirements.</li> </ul> </li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Teachers may wish to specify design briefs in this module to ensure specific computer applications are learned.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>personalized blouses, shirts, jackets or dresses from measurements or through use of computerized slopers.</li> </ul>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	



**MODULE FAS303: PATTERN DRAFTING: UPPER TORSO****Level:** Advanced**Theme:** Production**Prerequisite:** Flat Pattern (FAS205)**Module Parameters:** Access to sewing-related equipment

Students use body measurements to draft a basic bodice and sleeve. They demonstrate drafting techniques needed to create the desired look and test the draft by sewing in muslin.

**Note:** This module could be completed with another intermediate or advanced level Fashion Studies module.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>demonstrate drafting and design techniques for a bodice and sleeve using full-, half- or quarter-scale patterns</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Practical Lab Experience</b> in which the student given a specific set of measurements drafts a quarter-, half- or full-scale bodice and sleeve pattern. <i>Assessment Tool</i> <i>Framework for Assessing a Pattern Design, FASAPD-3</i> <i>Pattern Drafting: Upper Torso, FAS303-1</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></li></ul>	25
<ul style="list-style-type: none"><li>demonstrate drafting and flat pattern design techniques to create a design in muslin</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student drafts a full-scale pattern for a bodice and sleeve and completes a muslin. <i>Assessment Tool</i> <i>Pattern Drafting: Upper Torso, FAS303-1</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></li></ul>	65



# MODULE FAS303: PATTERN DRAFTING: UPPER TORSO (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Pattern Drafting: Upper Torso the components of personal adaptability and labour market dynamics that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Advanced Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile/research</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Advanced, FASPFC–3</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources</li> <li>– communication</li> <li>– demonstrating responsibility.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify the general rules necessary to draft a bodice and sleeve pattern</li> <li>• take the required measurements for a bodice and a sleeve</li> <li>• add required ease to measurement for full-scale pattern.</li> </ul>	

**MODULE FAS303: PATTERN DRAFTING: UPPER TORSO (continued)**

Concept	Specific Learner Expectations	Notes
Skills, Techniques and Applications	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• draft a bodice and sleeve in full-, half- or quarter-scale</li> <li>• demonstrate drafting techniques for at least four variations of bodice and sleeve</li> <li>• choose one of the variations to draft and sew a shirt or blouse in full-scale size using muslin fabric</li> <li>• label pattern symbols</li> <li>• compile a step-by-step list of instructions to complete garment</li> <li>• determine the required fabric and notions.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Dart and seam size, length and shape.</p> <p>Student may sew the drafted pattern in fashion fabric using a Project Module from the Career Transitions strand.</p> <p>Knowledge of skirt/pant could be combined so student could choose to do a dress or body suit.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>• maintain a portfolio of ongoing work</li> <li>• investigate and record careers.</li> </ul>	



**MODULE FAS304: CONTEMPORARY TAILORING****Level:** Advanced**Theme:** Production**Prerequisites:** Creative Construction (FAS207)**Module Parameters:** Access to sewing-related equipment

Students create a jacket or coat shaped with the use of tailoring techniques.

**Note:** This module could be completed with another intermediate or advanced level Fashion Studies module or with a Project Module from the Career Transitions strand.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>identify characteristics of a tailored jacket</li><li>identify characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring</li><li>identify the quality standards of a tailored project</li><li>apply knowledge, skills, time, energy and resource management to pattern alterations, fitting and assembly of a jacket or coat</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Research Report</b> in which the student<ul style="list-style-type: none"><li>identifies characteristics of a tailored jacket</li><li>identifies characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring</li><li>identifies the quality standards of a tailored project</li></ul></li></ul> <i>Assessment Tool</i> <i>Research: Contemporary Tailoring, FAS304–1</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	20
	<ul style="list-style-type: none"><li><b>Project</b> in which the student constructs a tailored project demonstrating competency in a minimum of five tailoring techniques at the advanced competency level (refer to Techniques and Skills Chart).</li></ul> <i>Assessment Tools</i> <i>Framework for Assessing a Fashion Project: Contemporary Tailoring, FAS304–2</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i> <i>Standards for Advanced Skills/Techniques, FASSTD–3</i>	70

# MODULE FAS304: CONTEMPORARY TAILORING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Contemporary Tailoring the components of personal adaptability and labour market dynamics that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Advanced Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile/research</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Advanced, FASRFC–3</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fabric and Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• identify factors to consider when selecting and purchasing the fashion fabric and underlying fabrics</li> <li>• identify characteristics of a tailored garment</li> <li>• identify the quality standards of a well-tailored garment.</li> </ul>	
Planning and Preparation	<ul style="list-style-type: none"> <li>• identify factors to consider when selecting a pattern to tailor</li> <li>• demonstrate fitting patterns and appropriate alterations</li> <li>• identify notions needed for tailoring.</li> </ul>	

**MODULE FAS304: CONTEMPORARY TAILORING (continued)**

Concept	Specific Learner Expectations	Notes
Tools, Equipment and Safety	<i>The student should:</i> <ul style="list-style-type: none"><li>• identify tools and equipment necessary for tailoring.</li></ul>	
Skills, Techniques and Applications	<ul style="list-style-type: none"><li>• demonstrate the correct use of interfacing</li><li>• demonstrate the correct technique of marking</li><li>• complete tailoring techniques as related to project selection:<ul style="list-style-type: none"><li>– demonstrate at least five tailoring techniques at the advanced competency level.</li></ul></li></ul>	Refer to Techniques and Skills Chart. Projects: tailored jacket or coat. A personalized dress form may be used to check fit.
Portfolio/Career Exploration	<ul style="list-style-type: none"><li>• maintain a portfolio of ongoing work</li><li>• investigate and record careers.</li></ul>	







## MODULE FAS306: COUTURE (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify couture terminology</li> <li>explain the origin of couture as it relates to high fashion.</li> </ul>	Signature techniques of past couturiers.
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>examine couture stitching techniques</li> <li>analyze seams and seam finishes</li> <li>examine construction details noting couture application</li> <li>compare methods of couture closures</li> <li>analyze hidden details that build and maintain garment shape</li> <li>examine methods of hemming couture garments</li> <li>identify surface couture details that make a garment couture</li> <li>construct a garment featuring various couture details.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>Possible projects:</p> <ul style="list-style-type: none"> <li>grad, bridal, special occasion gown</li> <li>tuxedo</li> <li>christening dress.</li> </ul> <p>Make alterations as necessary—a muslin might be necessary.</p> <p>A personalized dress form may be used to check fit.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	

## MODULE FAS307: CREATORS OF FASHION

Level: Advanced

Theme: Design

Prerequisite: Ready, Set, Sew! (FAS103)

Module Parameters: No specialized equipment required

Students discover the fascinating world of the creators of fashion.

**Note:** This module could be completed with another advanced level Fashion Studies module such as Advanced Speciality Fabrics (FAS309) and/or Couture (FAS306).

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>identify terms related to haute couture</li><li>identify influences and contributions of fashion designers</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Report/Presentation</b> in which the student<ul style="list-style-type: none"><li>identifies haute couture</li><li>writes a brief summary of a minimum of 10 local, national and international designers</li><li>researches in depth a designer of choice.</li></ul></li></ul> <i>Assessment Tool</i> <i>Report/Presentation: Creators of Fashion, FAS307-1</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	90
<ul style="list-style-type: none"><li>assess in the context of Creators of Fashion the components of personal adaptability and labour market dynamics that may be significant for career choices</li></ul>	<ul style="list-style-type: none"><li><b>Portfolio</b>—a minimum of three entries selected from the following:<ul style="list-style-type: none"><li>project representation (actual, article, photograph/slide, video, etc.)</li><li>project evaluation</li><li>Advanced Skills/Techniques Chart</li><li>research evaluation</li><li>career profile/research</li></ul></li></ul> <i>Assessment Tool</i> <i>Portfolio Checklist-Advanced, FASPF3-3</i> <i>Standard</i> <i>All applicable sections have been completed</i>	10

# MODULE FAS307: CREATORS OF FASHION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify haute couture terms</li> <li>interpret terms related to the fashions industry</li> <li>analyze the contributions and influences of various fashion designers, past and present.</li> </ul>	<p>Fashion designer, couturiere, chambre Syndicale, chambre Syndicale du Pret a Porter des Couturiers.</p> <p>International, national, provincial and local.</p>
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>research one designer and write an in-depth report.</li> </ul>	Students may choose to sew a designer pattern related to their study in this module using a Project Module from the Career Transitions strand.
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	



## MODULE FAS308: CULTURAL FASHIONS

**Level:** Advanced

**Theme:** Production

**Prerequisite:** Creative Construction (FAS207) optional according to project selection

**Module Parameters:** Access to sewing-related equipment

Students experience the charm and intrigue of fashions of other cultures.

**Note:** This module could be completed with another intermediate or advanced level Fashion Studies module.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>research and identify specific criteria of one cultural fashion</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li><b>Report</b> in which the student researches one cultural fashion. The report will include characteristics of the fashion, techniques involved in creating it, the significance of the fashion details and appropriate illustrations. <i>Assessment Tool</i> <i>Research: Cultural Fashions, FAS308–1</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></li></ul>	15
<ul style="list-style-type: none"><li>apply knowledge and skills by creating a project representative of a cultural fashion</li></ul>	<ul style="list-style-type: none"><li><b>Project</b> in which the student constructs the fashion item researched demonstrating competency in a minimum of five techniques at the advanced competency level not previously demonstrated. <i>Assessment Tool</i> <i>Framework for Assessing a Fashion Project, FASAFP–3</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></li></ul>	75



# MODULE FAS308: CULTURAL FASHION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Cultural Fashions the components of personal adaptability and labour market dynamics that may be significant for career choices</li> <li>• demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• <b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>– project representation (actual, article, photograph/slide, video, etc.)</li> <li>– project evaluation</li> <li>– Advanced Skills/Techniques Chart</li> <li>– research evaluation</li> <li>– career profile/research</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist–Advanced, FASPFC–3</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p> <ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources</li> <li>– demonstrating responsibility.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Nature of Fashion	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• choose a cultural fashion to create</li> <li>• research criteria for the cultural fashion.</li> </ul>	<p>Some possible choices</p> <ul style="list-style-type: none"> <li>• for ethnic costumes: Indian sari, Japanese kimono, Canadian Indian jingle dress, beaded moccasins, ribbon shirt, traditional Ukrainian dress, African tribal dress.</li> </ul> <p>This item could be for the student or for someone else; e.g., theatrical costume or for a stage setting for a theatrical production.</p>

**MODULE FAS308: CULTURAL FASHION** (continued)

Concept	Specific Learner Expectations	Notes
Planning and Preparation	<i>The student should:</i> <ul style="list-style-type: none"><li>• alter pattern where necessary</li><li>• research and identify techniques to be used in the cultural or historical fashion</li><li>• experiment with scraps to establish best techniques.</li></ul>	
Skills, Techniques and Applications	<ul style="list-style-type: none"><li>• sew a fashion item applying the learnings from the research.</li></ul>	Refer to Techniques and Skills Chart.
Portfolio/Career Exploration	<ul style="list-style-type: none"><li>• maintain a portfolio of ongoing work</li><li>• investigate and record careers.</li></ul>	



## MODULE FAS309: ADVANCED SPECIALTY FABRICS

**Level:** Advanced

**Theme:** Production

**Prerequisite:** Creative Construction (FAS207) optional according to project selection

**Module Parameters:** Access to sewing-related equipment

Students learn about an advanced specialty fabric and then create and construct a distinctive project.

**Note:** This module could be completed with an advanced level Fashion Studies module.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"><li>research techniques required when handling an advanced specialty fabric</li></ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"><li><b>Report and Presentation</b> on an advanced specialty fabric: beaded, crepe de chine, faux fur, imitation leather or suede, lace, leather, loose weaves, metallic, neoprene, pre-pleated fabric, sand-washed silk, satin, sequin, sheer, suede, taffeta, velvet. The report would include:<ul style="list-style-type: none"><li>characteristics of the specialty fabric</li><li>techniques involved in choosing patterns, lining, interfacing and notions</li><li>techniques involved in preparing and sewing the fabric</li><li>care requirements.</li></ul></li></ul> <p><i>Assessment Tool</i> <i>Report/Presentation: Advanced Specialty Fabrics, FAS309–1</i></p> <p><i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	30

MODULE FAS309: ADVANCED SPECIALTY FABRICS (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate advanced sewing techniques in the assembly of a project using a specialty fabric</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Project</b> in which the student demonstrate competency in a minimum of five techniques at the advanced competency level not previously demonstrated (refer to Techniques and Skills Chart).</li> </ul> <p><i>Assessment Tools</i>  <i>Framework for Assessing a Fashion Project (with three new advanced level techniques), FASAFP-3</i></p> <p><i>Standard</i>  <i>A minimum performance rating of 3 in each applicable area of assessment</i></p>	60
<ul style="list-style-type: none"> <li>assess in the context of Advanced Specialty Fabrics the components of personal adaptability and labour market dynamics that may be significant for career choices</li> </ul>	<ul style="list-style-type: none"> <li><b>Portfolio</b>—a minimum of three entries selected from the following: <ul style="list-style-type: none"> <li>project representation (actual, article, photograph/slide, video, etc.)</li> <li>project evaluation</li> <li>Advanced Skills/Techniques Chart</li> <li>research evaluation</li> <li>career profile/research</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio Checklist-Advanced, FASPFC-3</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	10
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li><b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>managing learning</li> <li>being innovative</li> <li>managing resources.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE FAS309: ADVANCED SPECIALTY FABRICS (continued)**

Concept	Specific Learner Expectations	Notes
Nature of Fabric	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>research a specialty fabric.</li> </ul>	The chosen fabric should be one that has never been worked with before.
Tools, Equipment and Safety	<ul style="list-style-type: none"> <li>describe and demonstrate special tools needed for accurate cutting and sewing.</li> </ul>	
Planning and Preparation	<ul style="list-style-type: none"> <li>describe how a pattern is chosen considering difficulty, sewing and handling techniques, detailing, stretch and fit</li> <li>describe how to choose interfacing, lining, underlining, interlining and notions</li> <li>describe and demonstrate fabric preparation</li> <li>describe proper care, cleaning and storage of fabric chosen.</li> </ul>	
Skills, Techniques and Applications	<ul style="list-style-type: none"> <li>demonstrate special layout, pinning, cutting and marking techniques</li> <li>demonstrate suitable methods of stitching, stabilizing and finishing seams</li> <li>demonstrate use of alternate fabric for facings and pockets to eliminate bulk and to make project more wearable and comfortable</li> <li>demonstrate a suitable finishing techniques.</li> </ul>	<p>Refer to Techniques and Skills Chart.</p> <p>A personalized dress form may be used to check fit.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>maintain a portfolio of ongoing work</li> <li>investigate and record careers.</li> </ul>	





**MODULE FAS314: FASHION RETAILING**

**Level:** Advanced

**Theme:** Merchandising

**Prerequisite:** Fashion Merchandising (FAS214)

**Module Parameters:** No specialized equipment required

Students analyze the world of fashion retailing.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<i>The student will:</i> <ul style="list-style-type: none"><li>• explain basic retail terms</li><li>• describe and compare classifications of fashion retail operations</li><li>• discuss operational store policies and apply this knowledge to evaluate specific fashion retail operations</li><li>• research trends in fashion retailing</li></ul>	<i>Assessment of student achievement will be based on:</i> <ul style="list-style-type: none"><li>• <b>Test</b> consisting of questions on<ul style="list-style-type: none"><li>– basic retail terms</li><li>– classification of fashion retail operations</li></ul></li></ul> <i>Assessment Tool</i> <i>Fashion Retailing: Sample Test, FAS314–1</i> <i>Standard</i> <i>50% of questions answered correctly</i>	15
	<ul style="list-style-type: none"><li>• <b>Research and Report</b> on a minimum of four different types of fashion retail operations in terms of policies and procedures including:<ul style="list-style-type: none"><li>– ambiance</li><li>– customer service</li><li>– selling service</li><li>– promotional activities</li><li>– credit and collection</li><li>– security</li></ul></li></ul> <i>Assessment Tool</i> <i>Research: Fashion Retailing, FAS314–2</i> <i>Standard</i> <i>A minimum performance rating of 3 in each applicable area of assessment</i>	75

MODULE FAS314: FASHION RETAILING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>• assess in the context of Fashion Retailing the components of personal adaptability and labour market dynamics that may be significant for career choices</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>• Portfolio includes career profile and at least one of the following: <ul style="list-style-type: none"> <li>– assignment</li> <li>– assignment evaluation</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Portfolio checklist (to be developed)</i>  <i>Framework for Assessing a Career Search</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	10
<ul style="list-style-type: none"> <li>• demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Observations</b> of individual effort and interpersonal interaction during the learning process, emphasizing: <ul style="list-style-type: none"> <li>– managing learning</li> <li>– being innovative</li> <li>– managing resources</li> <li>– communication.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

**MODULE FAS314: FASHION RETAILING (continued)**

Concept	Specific Learner Expectations	Notes
Elements and Principles	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• define basic retail terminology and its application to the fashion industry</li> <li>• compare the following retail operations: <ul style="list-style-type: none"> <li>– department stores</li> <li>– specialty stores</li> <li>– chain organizations</li> <li>– discount stores</li> <li>– electronic/home shopping</li> <li>– factory outlets</li> </ul> </li> <li>• discuss operational store policies <ul style="list-style-type: none"> <li>– ambiance</li> <li>– customer service</li> <li>– selling services</li> <li>– promotional activities</li> </ul> </li> <li>• compare operational store policies of various selected retail operations</li> <li>• discuss the importance of location, exterior design and interior layout, in developing a store's image</li> <li>• describe various methods of direct retailing and discuss advantages and disadvantages of each</li> <li>• research present and future trends in fashion retailing.</li> </ul>	<p>Suggestions include mark ups, mark downs, odd-figure pricing, loss leaders, basic stock, odd lots, purchase order.</p>
Portfolio/Career Exploration	<ul style="list-style-type: none"> <li>• research specific careers in fashion retailing</li> <li>• investigate and record careers.</li> </ul>	<p>Sales clerk, assistant manager/store manager, buyer/assistant buyer, fashion advisor, image consultant.</p>



# FASHION STUDIES

## SECTION G: ASSESSMENT TOOLS

(DRAFT)

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The following pages include background information and strategies for assessing student achievement and the assessment tools that are listed in Sections D, E and F of this Guide.

This section of the Guide to Standards and Implementation has been designed to provide a common base of understanding about the level of competencies students are expected to demonstrate to successfully complete a module. The goal is to establish assessment standards for junior and senior high school students that are fair, credible, and challenging.

These tools will assist teachers throughout the province to more consistently assess student achievement. The purpose of expanding on the assessment standards is to:

- increase confidence among students, parents, business/industry and post-secondary that students can demonstrate the competencies specified in the modules they have completed
- encourage fairness and equity in how students' efforts are judged
- enable learners to focus effort on key learnings
- support teachers and community partners in planning and implementing CTS.

These tools are in draft form and are being validated between now and 1997 during the optional stage of CTS implementation.

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## ASSESSING STUDENT ACHIEVEMENT IN CTS

The CTS assessment standards assess two basic forms of competency:

- What a student **can do**?
  - **make** a product (e.g., wood bowl, report, garment)
  - **demonstrate** a process
    - strand-related competencies (e.g., keyboarding, hair cutting, sewing techniques, lab procedures)
    - basic competencies (e.g., resource use, safety procedures, teamwork).
- What a student **knows**?
  - knowledge base needed to demonstrate a competency (link theory and practice).

### CTS Defines *Summative* Assessment Standards

The assessment standards and tools defined for the CTS modules, referenced in Sections D, E and F of this Guide, focus on the final (or summative) assessment of student achievement.

Assessment throughout the learning period (or formative assessment) will continue to assess how students are progressing. Teachers direct and respond to students' efforts to learn—setting and marking tasks and assignments, indicating where improvement is needed, sending out interim reports, congratulating excellence, etc.

Teachers will decide which instructional and assessment strategies to apply during the formative learning period. As formative and summative assessment are closely linked, some teachers may wish to modify the tools included in this section to use during the instructional process. Teachers may also develop their own summative assessment tools as long as the standards are consistent with the minimum expectations outlined by Alberta Education.

## Grading and Reporting Student Achievement

When a student can demonstrate ALL of the exit-level competencies defined for the module (Module Learner Expectations), the teacher will designate the module as “successfully completed.” The teacher will then use accepted grading practices to determine the percentage grade to be given for the module—a mark not less than 50%.

The time frame a teacher allows a student to develop the exit-level competency is a local decision. NOTE: The Senior High School Handbook specifies that students must have access to 25 hours of instruction for each credit. Students may, however, attain the required competencies in less time and may proceed to other modules.

Teachers are encouraged to consult their colleagues to ensure grading practices are as consistent as possible.

High school teachers may wish to refer to “Directions for Reporting Student Achievement in CTS” for information on how to use the CTS course codes to report credits students have earned to Alberta Education. (Copies of this document have been forwarded to superintendents and senior high school principals.)

### Components of Assessment Standards in CTS

The following components are included in each module:

- **module learner expectations** (shaded left column of the module) define the exit-level competencies students are expected to achieve to complete a module. Each MLE defines and describes critical behaviours that can be measured and observed. The student must meet the standard specified for ALL MLEs within a module to be successful. (*MLEs will not change until 1997 when minor adjustments may be made to update and clarify wording.*)



- **suggested emphasis** (right column of the module) provides a guideline for the relative significance of each MLE and can be used to organize for instruction. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.*)
- **conditions and criteria** (middle column of the module) set the framework for the assessment of student competency, specifying the minimum standard for performance and including a reference to assessment tools, where appropriate. (*In draft until early 1997, revisions to selected modules will be distributed in June 1995 and 1996 with final revisions in June 1997.*)

*Conditions* outline the specifications under which a student's competency can be judged. For example, the conditions could specify whether the assessment should be timed or not, or if the student should be allowed to access to support resources or references.

*Criteria* define the behaviours that a student must demonstrate to meet the designated standard. For example, the criteria could describe the various techniques that must be demonstrated when using a tool, and/or describe the minimum components of a project the student must complete.

*Standard* may be defined by (1) assessment tools, which are referenced in this section (or sometimes in approved learning resources) and/or (2) "illustrative examples" of student work (to be developed and distributed in June 1997).

*Assessment Tools* included in this section of the Guide tend to be of two types:

- tools generic to a strand or to the entire CTS program; e.g., a standard 5-point rating scale is used in all strands. Other generic tools include assessing reports and presentations and lab safety checklists. (*Names of these tools*

*include the strand code (e.g., "INF" for Information Processing) and a code for the type of tool (e.g., "TDENT" for Text-Data Entry).)*

- tools specific to a module; e.g., assessment checklist for assessing a venture plan in Enterprise and Innovation or a checklist for sketching, drawing and modelling in Design Studies. (*Names of these tools include the module code; e.g., "INF101-1" indicating that it is the first module-specific tool used in Information Processing Module 101.*)
- Illustrative Examples: Selected examples of student work in print, audio, video and/or CD-ROM formats are scheduled to be available by June 1997. These examples will supplement the assessment tools and help teachers decide if a student's work is at standard, above standard, or not yet at standard.

## Development and Validation Processes

The "Conditions and Criteria" and "Suggested Emphasis" columns are being validated 1994–97, with extensive input from teachers, professional associations/contacts and post-secondary institutions. The goal is to prepare well-structured assessment standards and related assessment tools that:

- establish an appropriate level of challenge and rigour
- relate directly to the type of learning described in the curriculum standard
- are easy to understand
- are efficient to implement
- can provide a consistent measure of what was expected to be measured.

## ASSESSING STUDENT ACHIEVEMENT IN FASHION STUDIES

The Fashion Studies curriculum is based on the premise that recognizable outcomes may be compared to stated standards. In Fashion Studies, the standards identify students' growth in knowledge, skills and attitudes. The curriculum defines outcomes through the Module Learner Expectations (MLEs) and Specific Learner Expectations (SLEs). It also suggests criteria and conditions for assessment and the emphasis to be placed on each expectation. These elements combine to provide an overall framework for instruction and assessment.

### Assessment Strategies and Tools

A variety of tools have been provided for your reference and use. In the development of the assessment materials there has been an attempt to keep it as simple as possible while also providing guidance and assistance to teachers. The tools are intended to help you assess students' work as accurately and consistently as possible by stating standards of performance for elements felt to be important within the curriculum as a whole or in specific modules. They also provide standards for "basic competencies" students should be able to demonstrate while engaged in learning.

The tools that have been developed are intended to be used as summative assessment tools. Depending on the way the classroom is organized, they may be used when the student has indicated he or she is ready for the final assessment or by the entire class at the end of the learning period.

Some tools in Fashion Studies provide a standard 5-point rating scale to determine whether the level of competency is above standard, at standard or below standard. The tools generic to CTS have also been developed with a 5-point scale. It is recognized that this scale will have to be translated into a percentage mark for reporting purposes.

### Tools Generic to Fashion Studies

Throughout the Fashion Studies strand, students are involved in the completion of a project which involves various skills and techniques. A generic "Framework for Assessing a Fashion Project" has been developed for each level (introductory, intermediate and advanced), FASAFP-1, 2 & 3. These assessment tools outline the criteria for assessment and the minimum performance rating using a 5-point rating scale. The project specific skills/techniques will vary according to project and/or module. The skills/techniques have been identified by level in the "Skills/Techniques: Checklist", FASSKT-1, 2 & 3 and the "Standards for Skills/Techniques" FASTD-1, 2 & 3.

All Fashion Studies modules include a portfolio assessment. A "Portfolio Checklist" has been developed for each level (introductory, intermediate and advanced) FASPFC-1, 2 & 3. These portfolio checklists are evaluated on a completion or non-completion basis. Portfolio assessment requires students to collect and reflect on examples and/or visual representations of completed projects. The tool "Reflection Record", FASREF may help in the assessment of the reflection process. Career exploration is integrated throughout the Fashion Studies strand. The assessment tools "Career Research, FASCAR-1, 2 & 3 have been developed for each level.

## **Tools Specific to Fashion Studies Modules**

The tools that have been developed to assess specific MLEs in a module are labelled with the module number and the tool number (e.g., FAS103-1). They are referred to under the conditions and criteria section.

Numerous assessment tools have been developed for module specific practical lab experiences and research projects/reports. These assessment tools outline the criteria for assessments and the minimum performance rating using a 5-point scale. In some instances where the tool suggested has been a test, a sample test or sample questions have been included. Sample checklists to assess basic competencies are included. Choose the one most appropriate. Assessment materials currently being used may continue to be used if they assess the criteria and conditions for an MLE.

## **Emphasis for Assessment**

The “Suggested Emphasis” column provides a guideline for the relative significance of each MLE to assist in organizing instruction. The basic competencies are expected to be integrated throughout and therefore the tools have been designed to assess the relevant basic competencies and the product, process and/or theory.







## BASIC COMPETENCIES REFERENCE GUIDE





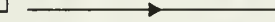
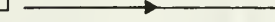
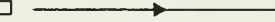


(This checklist is still being validated)

The following chart outlines basic competencies which students will endeavor to develop and enhance in each of the CTS strands and modules. Students' basic competencies should be assessed through observations involving the student, teacher(s), peers and others as they complete the requirements for each module. In general, there is a progression of task complexity and student initiative as outlined in the Development Framework\*. As students progress through the Stages 1, 2, 3 and 4 of this reference guide, they build on the competencies gained in earlier stages. Students leaving high school should set themselves a goal of being able to demonstrate Stage 3 performance.

*Suggested strategies for classroom use include:*

- having students rate themselves and each other
- using for a reflective conversation between teacher and student
- highlighting areas of strength
- tracking growth in various CTS strands
- highlighting areas upon which to focus
- including in student's portfolio

Stage 1— The student:	Stage 2— The student:	Stage 3— The student:	Stage 4— The student:
<b>Managing Learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> comes to class prepared for learning</li> <li><input type="checkbox"/> follows basic instructions as directed</li> <li><input type="checkbox"/> acquires specialized knowledge, skills and attitudes</li> <li><input type="checkbox"/> identifies criteria for evaluating choices and making decisions</li> <li><input type="checkbox"/> uses a variety of learning strategies</li> </ul>	 <ul style="list-style-type: none"> <li><input type="checkbox"/> follows instructions with limited direction</li> <li><input type="checkbox"/> sets goals and establishes steps to achieve them with direction</li> <li><input type="checkbox"/> applies specialized knowledge, skills and attitudes in practical situations</li> <li><input type="checkbox"/> identifies and applies a range of effective strategies for solving problems and making decisions</li> <li><input type="checkbox"/> explores and uses a variety of learning strategies with limited direction</li> </ul>	 <ul style="list-style-type: none"> <li><input type="checkbox"/> follows detailed instructions on an independent basis</li> <li><input type="checkbox"/> sets clear goals and establish steps to achieve them</li> <li><input type="checkbox"/> transfers and applies specialized knowledge, skills and attitudes in a variety of situations</li> <li><input type="checkbox"/> uses a range of critical thinking skills to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> selects and uses effective learning strategies</li> <li><input type="checkbox"/> cooperates with others in the effective use of learning strategies</li> </ul>	  <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates self-direction in learning, goal setting and goal achievement</li> <li><input type="checkbox"/> transfers and applies learning in new situations; demonstrates commitment to life-long learning</li> <li><input type="checkbox"/> thinks critically and acts logically to evaluate situations, solve problems and make decisions</li> <li><input type="checkbox"/> provides leadership in the effective use of learning strategies</li> </ul>
<b>Managing Resources</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> adheres to established timelines; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> uses information (material and human resources) as directed</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies) as directed to perform a task or provide a service</li> <li><input type="checkbox"/> maintains, stores, and/or disposes of equipment and materials as directed</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to timelines with limited direction; uses time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses and uses a range of relevant information (material and human resources) with limited direction</li> <li><input type="checkbox"/> uses technology (facilities, equipment, supplies) as appropriate to perform a task or provide a service with minimal assistance and supervision</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials with limited assistance</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines on an independent basis; prioritize task; use time/schedules/planners effectively</li> <li><input type="checkbox"/> accesses a range of information (material and human resources) and recognizes when additional resources are required</li> <li><input type="checkbox"/> selects and uses appropriate technology (facilities, equipment, supplies) to perform a task or provide a service on an independent basis</li> <li><input type="checkbox"/> maintains, stores and/or disposes of equipment and materials on an independent basis</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> creates and adheres to detailed timelines; use time/schedules/planners effectively, prioritizing tasks on a consistent basis</li> <li><input type="checkbox"/> uses a wide range of information (material and human resources) in order to support and enhance the basic requirement</li> <li><input type="checkbox"/> recognizes the monetary and intrinsic value of managing technology (facilities, equipment, supplies)</li> <li><input type="checkbox"/> demonstrates effective techniques for managing facilities, equipment and supplies</li> </ul>
<b>Problem Solving and Innovation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> participates in problem solving as a process</li> <li><input type="checkbox"/> learns a range of problem-solving skills and approaches</li> <li><input type="checkbox"/> practices problem-solving skills by responding appropriately to a clearly defined problem, specified goals and constraints by: <ul style="list-style-type: none"> <li>- generating alternatives</li> <li>- evaluating alternatives</li> <li>- selecting appropriate alternative(s)</li> <li>- taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies the problem and selects an appropriate problem-solving approach responding appropriately to specified goals and constraints</li> <li><input type="checkbox"/> applies problem-solving skills to a directed or a self-directed activity by: <ul style="list-style-type: none"> <li>- generating alternatives</li> <li>- evaluating alternatives</li> <li>- selecting appropriate alternative(s)</li> <li>- taking action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> thinks critically and acts logically in the context of problem solving</li> <li><input type="checkbox"/> transfers problem-solving skills to real-life situations by generating new possibilities</li> <li><input type="checkbox"/> prepares implementation plans</li> <li><input type="checkbox"/> recognizes risks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> identifies and resolves problems efficiently and effectively</li> <li><input type="checkbox"/> identifies and suggest new ideas to get the job done creatively by: <ul style="list-style-type: none"> <li>- combining ideas or information new ways</li> <li>- making connections between seemingly unrelated ideas</li> <li>- actively seeking out opportunities</li> </ul> </li> </ul>

Stage 1— The student:	Stage 2— The student:	Stage 3— The student:	Stage 4— The student:
<b>Communicating Effectively</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> uses communication skills; e.g., reading, writing, illustrating, speaking</li> <li><input type="checkbox"/> uses language in appropriate context</li> <li><input type="checkbox"/> listens to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in selected contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> communicates thoughts, feelings, and ideas to justify or challenges a position using written, oral and visual means</li> <li><input type="checkbox"/> uses technical language appropriately</li> <li><input type="checkbox"/> listens and responds to understand and learn</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in many contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> prepares and effectively presents accurate, concise, written, visual and/or oral reports providing reasoned argument</li> <li><input type="checkbox"/> encourages, persuades, convinces or otherwise motivates individuals</li> <li><input type="checkbox"/> listens and responds to understand, learn and teach</li> <li><input type="checkbox"/> demonstrates positive interpersonal skills in most contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> negotiates effectively by working towards an agreement that may involve exchanging specific resources or resolving divergent interests</li> <li><input type="checkbox"/> negotiates and works towards a consensus</li> <li><input type="checkbox"/> listens and responds to understand, learn, teach and evaluate</li> <li><input type="checkbox"/> promotes positive interpersonal skills among others</li> </ul>
<b>Working with Others</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> fulfills responsibility in a group project</li> <li><input type="checkbox"/> works collaboratively in structured situations with peer members</li> <li><input type="checkbox"/> acknowledges the opinions and contributions of others in the group</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> cooperates to achieve group results</li> <li><input type="checkbox"/> maintains a balance between speaking, listening and responding in group discussion</li> <li><input type="checkbox"/> respects the feelings and views of others</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> seeks a team approach as appropriate based on group needs and benefits e.g. idea potential, variety of strengths, sharing of work load</li> <li><input type="checkbox"/> works in a team or group: <ul style="list-style-type: none"> <li>– encourages and supports team members</li> <li>– helps others in a positive manner</li> <li>– provides leadership/ followership as required</li> <li>– negotiates and works toward consensus as required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> leads, where appropriate, mobilizing the group for high performance</li> <li><input type="checkbox"/> understands and works within the context of the group</li> <li><input type="checkbox"/> prepares, validates and implements plans that reveal new possibilities</li> </ul>
<b>Demonstrating Responsibility</b> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrates responsibility in attendance, punctuality and task completion</li> </ul> <p><b>Safety</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> follows appropriate/emergency response procedures</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> makes personal judgements about whether certain behaviour/ action is right or wrong</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> recognizes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> identifies immediate and potential hazards and their impact on self, others and the environment</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses how personal judgements affect other peer members and/or family; e.g., home and school</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> establishes and follows personal and environmental health and safety procedures</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> assesses the implications of personal/group actions within the broader community; e.g., workplace</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> transfers and applies personal and environmental health and safety procedures to a variety of environments and situations</li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> </li> <li><input type="checkbox"/> demonstrates accountability for actions taken to address immediate and potential hazards</li> <li><input type="checkbox"/> analyses the implications of personal/group actions within the global context</li> <li><input type="checkbox"/> states and defends a personal code of ethics as required</li> </ul>

<b>Developmental Framework ★</b> <ul style="list-style-type: none"> <li>• Simple task</li> <li>• Structured environment</li> <li>• Directed learning</li> </ul>	<ul style="list-style-type: none"> <li>• Task with limited variable</li> <li>• Less structured environment</li> <li>• Limited direction</li> </ul>	<ul style="list-style-type: none"> <li>• Task with multiple variables</li> <li>• Flexible environment</li> <li>• Self-directed learning, seeking assistance as required</li> </ul>	<ul style="list-style-type: none"> <li>• Complex task</li> <li>• Open environment</li> <li>• Self-directed/self-motivated</li> </ul>
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# GENERIC RATING SCALE

S C A L E	RUBRIC STATEMENT (included in assessment tool/statements in <i>italics</i> are optional)	IS TASK/ PROJECT COMPLETED?	PROBLEM SOLVING: STUDENT INITIATIVE VS TEACHER DIRECTION/ SUPPORT	USE OF TOOLS, MATERIALS, PROCESSES	STANDARDS OF QUALITY/ PRODUCTIVITY	TEAMWORK LEADERSHIP	SERVICE CLIENT/ CUSTOMER
<b>0</b>	<i>The student:</i> has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.	Has not completed defined outcomes.		Tools, materials are used inappropriately.			
<b>1</b>	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively. Provides a limited range of customer/client services.</i>	Meets defined outcomes.	Follows a guided plan of action.	A limited range of tools, materials and/or processes are used appropriately.	<i>Quality and productivity are reasonably consistent.</i>	Works cooperatively.	<i>Provides a limited range of customer/client services.</i>
<b>2</b>	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals. Identifies and provides customer/client services.</i>	Meets defined outcomes.	Plans and solves problems with limited assistance.	Tools, materials and/or processes are selected and used appropriately.	<i>Quality and productivity are reasonably consistent.</i>	Works cooperatively to achieve team goals.	<i>Identifies and provides customer/client services.</i>
<b>3</b>	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort. Analyzes and provides effective client/customer services.</i>	Meets defined outcomes.	Plans and solves problems in a self- directed manner.	Tools, materials and/or processes are selected and used efficiently and effectively.	<i>Quality and productivity are consistent.</i>	Works cooperatively and contributes ideas and suggestions that enhance team effort.	<i>Analyzes and provides effective client/customer services.</i>
<b>4</b>	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals. Analyzes and provides effective client/customer services beyond expectations.</i>	Exceeds defined outcomes.	Plans and solves problems effectively and creatively in a self- directed manner.	Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.	<i>Quality, particularly details and finishes and productivity are consistent and exceed standards.</i>	<i>Leads others to contribute team goals.</i>	<i>Analyzes and provides effective client/customer services beyond expectations.</i>



INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree</li> <li>• poses an important question regarding the issue</li> <li>• accesses basic in-school/community information sources regarding the issue</li> <li>• uses one or more information-gathering techniques</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i></li> <li>• states a position on the issue and logical reasons for adopting that position</li> <li>• states an opposing position on the issue and logical reasons for adopting that position</li> <li>• identifies sources of conflict among different positions</li> <li>• distinguishes between fact and fiction/opinion/theory</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• shares work appropriately among group members</li> <li>• respects the views of others</li> </ul> <p><b>Evaluating Choices/Making Decisions</b></p> <ul style="list-style-type: none"> <li>• identifies useful alternatives regarding the issue</li> <li>• establishes criteria for assessing each alternative; <i>e.g., social, economic, environmental</i></li> <li>• selects an appropriate alternative based on established criteria</li> <li>• reflects on strengths/weaknesses of decisions by considering consequences</li> <li>• communicates information in a logical sequence to justify choices/decisions made</li> </ul>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree, explaining areas of disagreement</li> <li>• poses one or more thoughtful questions regarding the issue</li> <li>• accesses a range of relevant in-school/community resources</li> <li>• uses a range of information-gathering techniques</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i></li> <li>• states a position on the issue and logical reasons for adopting that position</li> <li>• states two or more opposing positions on the issue and logical reasons for adopting each position</li> <li>• describes interrelationships among different perspectives/points of view</li> <li>• determines accuracy/currency/reliability of information and ideas</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• shares work appropriately among group members</li> <li>• respects and considers the views of others</li> <li>• negotiates solutions to problems</li> </ul> <p><b>Evaluating Choices/Making Decisions</b></p> <ul style="list-style-type: none"> <li>• identifies important and appropriate alternatives regarding the issue</li> <li>• establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i></li> <li>• selects an appropriate alternative by showing differences among choices</li> <li>• assesses strengths/weaknesses of decisions by considering consequences</li> <li>• communicates ideas in a logical sequence with supporting detail to justify choices/decisions made</li> </ul>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree, explaining specific causes of disagreement</li> <li>• poses thoughtful questions regarding the issue</li> <li>• accesses a range of relevant information sources and recognizes when additional information is required</li> <li>• demonstrates resourcefulness in collecting data</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i></li> <li>• states a position on the issue and insightful reasons for adopting that position</li> <li>• states three or more opposing positions on the issue and thoughtful reasons for adopting each position</li> <li>• analyzes interrelationships among different perspectives/points of view</li> <li>• recognizes underlying bias/assumptions/values in information and ideas</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• shares work appropriately among group members</li> <li>• respects and considers the views of others</li> <li>• negotiates with sensitivity solutions to problems</li> </ul> <p><b>Evaluating Choices/Making Decisions</b></p> <ul style="list-style-type: none"> <li>• describes in detail important and appropriate alternatives regarding the issue</li> <li>• establishes knowledge- and value-based criteria for assessing each alternative; <i>e.g., social, economic, environmental</i></li> <li>• selects an appropriate and useful alternative by showing differences among choices</li> <li>• assesses strengths/weaknesses of decisions by considering consequences and implications</li> <li>• communicates thoughts/feelings/ideas clearly to justify choices/decisions made</li> </ul>

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• prepares self for task</li> <li>• organizes and works in an orderly manner</li> <li>• carries out instructions accurately</li> <li>• uses time effectively</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> </ul> <p><b>Use of Equipment and Materials</b></p> <ul style="list-style-type: none"> <li>• selects and uses appropriate equipment/materials</li> <li>• follows safe procedures/techniques</li> <li>• weighs and measures accurately</li> <li>• returns clean equipment/materials to storage areas</li> </ul> <p><b>Investigative Techniques</b></p> <ul style="list-style-type: none"> <li>• gathers and applies information from at least one source</li> <li>• makes predictions that can be tested</li> <li>• sets up and conducts experiments to test a prediction</li> <li>• distinguishes between manipulated/responding variables</li> <li>• obtains results that can be used to determine if some aspect of the prediction is accurate</li> <li>• summarizes important experimental outcomes</li> </ul>	<p><i>The student:</i></p> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• prepares self for task</li> <li>• organizes and works in an orderly manner</li> <li>• interprets and carries out instructions accurately</li> <li>• plans and uses time effectively</li> <li>• adheres to routine procedures</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> <li>• negotiates solutions to problems</li> </ul> <p><b>Use of Equipment and Materials</b></p> <ul style="list-style-type: none"> <li>• selects and uses appropriate equipment/materials</li> <li>• models safe procedures/techniques</li> <li>• weighs and measures accurately</li> <li>• practises proper sanitation procedures</li> <li>• minimizes waste of materials</li> <li>• advises of potential hazards and necessary repairs</li> </ul> <p><b>Investigative Techniques</b></p> <ul style="list-style-type: none"> <li>• gathers and applies information from a variety of sources</li> <li>• makes predictions that can be tested</li> <li>• plans, sets up and conducts experiments to test a prediction</li> <li>• identifies and explains manipulated/responding variables</li> <li>• obtains accurate results that confirm/reject the prediction</li> <li>• summarizes and applies experimental outcomes</li> </ul>	<p><i>The student:</i></p> <p><b>Management</b></p> <ul style="list-style-type: none"> <li>• prepares self for task</li> <li>• organizes and works in an orderly manner</li> <li>• interprets and carries out instructions accurately</li> <li>• plans and uses time effectively in a logical sequence</li> <li>• displays leadership in adhering to routine procedures</li> <li>• attempts to solve problems prior to requesting help</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> <li>• negotiates with sensitivity solutions to problems</li> <li>• displays effective communication skills</li> </ul> <p><b>Use of Equipment and Materials</b></p> <ul style="list-style-type: none"> <li>• selects and uses equipment/materials independently</li> <li>• demonstrates concern for safe procedures/techniques</li> <li>• weighs and measures accurately and efficiently</li> <li>• practises proper sanitation procedures</li> <li>• minimizes waste of materials</li> <li>• anticipates potential hazards and emergency response</li> </ul> <p><b>Investigative Techniques</b></p> <ul style="list-style-type: none"> <li>• uses relevant information to explain observations</li> <li>• makes predictions that can be tested</li> <li>• plans, sets up and conducts experiments to test a prediction</li> <li>• analyzes relationships among manipulated/responding variables</li> <li>• obtains accurate results that confirm/reject prediction and answer related questions</li> <li>• summarizes, applies and evaluates experimental outcomes</li> </ul>

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree</li> <li>• poses an important question regarding the issue</li> <li>• accesses basic in-school/community information sources regarding the issue</li> <li>• uses one or more information-gathering techniques</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• states a position on the issue and logical reasons for adopting that position</li> <li>• explains why the issue is important by presenting examples of possible consequences</li> <li>• clarifies different points of view regarding the issue; <i>e.g., social, economic, environmental</i></li> <li>• distinguishes between fact and fiction/opinion/theory</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• works with a range of peer members</li> <li>• shares information/opinions/suggestions through group discussion</li> <li>• listens to and respects the views of others</li> </ul> <p><b>Negotiating and Debating</b></p> <ul style="list-style-type: none"> <li>• presents a convincing argument in logical sequence supporting a position adopted on the issue</li> <li>• provides a relevant response to opposing arguments</li> <li>• speaks clearly so the argument can be understood</li> <li>• establishes a shared understanding of key alternatives and consequences relevant to the issue</li> </ul>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree, explaining areas of disagreement</li> <li>• poses one or more thoughtful questions regarding the issue</li> <li>• accesses a range of relevant in-school/community resources</li> <li>• uses a range of information-gathering techniques</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• states a position on the issue and logical reasons for adopting that position</li> <li>• explains why the issue is important by presenting examples of possible consequences</li> <li>• categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related</i></li> <li>• determines accuracy/currency/reliability of information and ideas</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• works with a range of peer members</li> <li>• shares information/opinions/suggestions, maintaining a balance between speaking and listening</li> <li>• listens to and respects the views of others, requesting clarification as necessary from other group members</li> </ul> <p><b>Negotiating and Debating</b></p> <ul style="list-style-type: none"> <li>• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance</li> <li>• provides a relevant and convincing response to opposing arguments</li> <li>• speaks clearly without hesitation so the argument can be understood</li> <li>• negotiates a shared agreement on preferred alternatives relevant to the issue</li> </ul>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• accurately describes an issue on which people disagree, explaining specific causes of disagreement</li> <li>• poses thoughtful questions regarding the issue</li> <li>• accesses a range of relevant information sources and recognizes when additional information is required</li> <li>• demonstrates resourcefulness in collecting data</li> </ul> <p><b>Analyzing Perspectives</b></p> <ul style="list-style-type: none"> <li>• states a position on the issue and insightful reasons for adopting that position</li> <li>• explains why the issue is important by presenting examples of possible consequences and implications</li> <li>• categorizes different points of view regarding the issue; <i>e.g., cultural, ethical, economic, environmental, health-related, scientific, political</i></li> <li>• recognizes underlying bias/assumptions/values in information and ideas</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• works with a wide range of peer members</li> <li>• shares information/opinions/suggestions, maintaining a balance between speaking and listening</li> <li>• listens to and respects the views of others, requesting clarification as necessary from other group members</li> </ul> <p><b>Negotiating and Debating</b></p> <ul style="list-style-type: none"> <li>• presents a convincing argument in logical sequence supporting a position adopted, conveying points in order of importance and backing each with sound evidence</li> <li>• provides a relevant and convincing rebuttal to opposing arguments</li> <li>• speaks clearly without hesitation so the argument can be understood by all listeners</li> <li>• negotiates a shared agreement on preferred alternatives by resolving divergent points of view</li> </ul>



INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and follows instructions accurately</li> <li>• responds to directed questions and follows necessary steps to find answers</li> <li>• accesses basic in-school/community information sources</li> <li>• interprets and organizes information into a logical sequence</li> <li>• records information accurately, using correct technical terms</li> <li>• uses time effectively</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of at least one medium of communication: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, basic format</i></li> <li><i>Oral:</i> voice projection, body language</li> <li><i>Audio-Visual:</i> techniques, tools</li> <li>• uses correct grammatical convention and technical terms through proofreading/editing</li> <li>• provides an introduction that describes the purpose of the project</li> <li>• communicates information in a logical sequence</li> <li>• states a conclusion based on a summary of facts</li> <li>• provides a reference list of three or more basic information sources</li> </ul>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and describes steps to achieve them</li> <li>• uses personal initiative to formulate questions and find answers</li> <li>• accesses a range of relevant in-school/community resources</li> <li>• interprets, organizes and combines information into a logical sequence</li> <li>• records information accurately with appropriate supporting detail and using correct technical terms</li> <li>• plans and uses time effectively</li> <li>• gathers and responds to feedback regarding approach to task and project status</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of at least two communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal)</i></li> <li><i>Oral:</i> voice projection, body language, appearance</li> <li><i>Audio-Visual:</i> techniques, tools, clarity</li> <li>• maintains acceptable grammatical and technical standards through proofreading and editing</li> <li>• provides an introduction that describes the purpose and scope of the project</li> <li>• communicates ideas into a logical sequence with sufficient supporting detail</li> <li>• states a conclusion by synthesizing the information gathered</li> <li>• provides a reference list that includes five or more relevant information sources</li> </ul>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and describes steps to achieve them</li> <li>• uses personal initiative to formulate questions and find answers</li> <li>• accesses a range of relevant information sources and recognizes when additional information is required</li> <li>• interprets, organizes and combines information in creative and thoughtful ways</li> <li>• records information accurately, using appropriate technical terms and supporting detail</li> <li>• plans and uses time effectively, prioritizing tasks on a consistent basis</li> <li>• assesses and refines approach to task and project status based on feedback and reflection</li> </ul> <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of a variety of communication media: <i>e.g., <u>Written:</u> spelling, punctuation, grammar, format (formal/informal, technical/literary)</i></li> <li><i>Oral:</i> voice projection, body language, appearance, enthusiasm, evidence of prior practice</li> <li><i>Audio-Visual:</i> techniques, tools, clarity, speed and pacing</li> <li>• maintains acceptable grammatical and technical standards through proofreading and editing</li> <li>• provides an introduction that describes the purpose and scope of the project</li> <li>• communicates thoughts/feelings/ideas clearly to justify or challenge a position</li> <li>• states a conclusion by analyzing and synthesizing the information gathered</li> <li>• gives evidence of adequate research through a reference list including seven or more relevant information sources</li> </ul>

INTRODUCTORY	INTERMEDIATE	ADVANCED
<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and follows instructions accurately</li> <li>• adheres to established timelines</li> <li>• responds to directed questions and follows necessary steps to find answers</li> <li>• uses time effectively</li> </ul> <p><b>Information Gathering and Processing</b></p> <ul style="list-style-type: none"> <li>• accesses basic in-school/community information sources</li> <li>• uses one or more information-gathering techniques</li> <li>• interprets and organizes information in a logical sequence</li> <li>• records information accurately, using correct technical terms</li> <li>• distinguishes between fact and fiction/opinion/theory</li> <li>• responds to feedback when current approach is not working</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> </ul> <p><b>Information Sharing</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of one or more communication media; <i>e.g., written, oral, audio-visual</i></li> <li>• communicates information in a logical sequence</li> <li>• uses correct grammatical convention and technical terms</li> <li>• cites three or more basic information sources</li> </ul>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets goals and establishes steps to achieve them</li> <li>• creates and adheres to useful timelines</li> <li>• uses personal initiative to formulate questions and find answers</li> <li>• plans and uses time effectively</li> </ul> <p><b>Information Gathering and Processing</b></p> <ul style="list-style-type: none"> <li>• accesses a range of relevant in-school/community resources</li> <li>• uses a range of information-gathering techniques</li> <li>• interprets, organizes and combines information into a logical sequence</li> <li>• records information accurately with appropriate supporting detail and using correct technical terms</li> <li>• determines accuracy/currency/reliability of information sources</li> <li>• gathers and responds to feedback regarding approach to the task</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> <li>• negotiates solutions to problems</li> </ul> <p><b>Information Sharing</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of two or more communication media; <i>e.g., written, oral, audio-visual</i></li> <li>• communicates ideas in a logical sequence with sufficient supporting detail</li> <li>• maintains acceptable grammatical and technical standards</li> <li>• cites five or more relevant information sources</li> </ul>	<p><i>The student:</i></p> <p><b>Preparation and Planning</b></p> <ul style="list-style-type: none"> <li>• sets clear goals and establishes steps to achieve them</li> <li>• creates and adheres to detailed timelines</li> <li>• uses personal initiative to formulate questions and find answers</li> <li>• plans and uses time effectively, prioritizing tasks on a consistent basis</li> </ul> <p><b>Information Gathering and Processing</b></p> <ul style="list-style-type: none"> <li>• accesses a range of relevant information sources and recognizes when additional information is required</li> <li>• demonstrates resourcefulness in collecting data</li> <li>• interprets, organizes and combines information in creative and thoughtful ways</li> <li>• records information accurately with appropriate supporting detail and using correct technical terms</li> <li>• recognizes underlying bias/assumptions/values in information sources</li> <li>• assesses and refines approach to the task and project status based on feedback and reflection</li> </ul> <p><b>Collaboration and Teamwork</b></p> <ul style="list-style-type: none"> <li>• cooperates with group members</li> <li>• shares work appropriately among group members</li> <li>• negotiates with sensitivity solutions to problems</li> <li>• displays effective communication and leadership skills</li> </ul> <p><b>Information Sharing</b></p> <ul style="list-style-type: none"> <li>• demonstrates effective use of a variety of communication media; <i>e.g., written, oral, audio-visual</i></li> <li>• communicates thoughts/feelings/ideas clearly to justify or challenge a position</li> <li>• maintains acceptable grammatical and technical standards</li> <li>• gives evidence of adequate information gathering by citing seven or more relevant information sources</li> </ul>

# FRAMEWORK FOR ASSESSING A FASHION PROJECT

FASAFP-1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Project:

Project Description:  
(pattern, illustration, fabric,  
etc.)

Rating Scale: (*italics are optional*) *The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

## STANDARD IS 1 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Pattern</b> selection (appropriate to skill level, size) preparation and alteration	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Fabric/Supplies</b> suited to design coordination of fabric, lining, trim, notions preparation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Layout</b> graininess correctly placed proper layout techniques used marking does not show on right side of fabric	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>General Assembly Skills/Techniques</b> machine stitching—Appropriate stitch length is used, stitching is straight seams—Appropriate stitch length proper width, pressed flat and smooth seam finishes—Proper finish for fabric, neatly done closures—appropriate, properly placed and assembled facings—bulk graded, clipped, pressed hems—smooth, correct width and technique detailing—neat, secure, appropriate overall appearance—neat, pressed finishing fit—proper fit	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Project Specific Skills/Techniques</b> • • • • •	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Comments:</b>						



# FRAMEWORK FOR ASSESSING A FASHION PROJECT

FASAFP-2

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p>Project:</p>  <p>Project Description: (pattern, illustration, fabric, etc.)</p>	<p><b>Rating Scale:</b> (<i>italics are optional</i>) <i>The student:</i></p> <p>4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others <i>to contribute team goals</i></p> <p>3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions <i>that enhance team effort</i></p> <p>2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively <i>to achieve team goals</i></p> <p>1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively</i></p> <p>0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>
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## STANDARD IS 2 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Pattern</b> selection (appropriate to skill level, size) preparation and alteration	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Fabric</b> suited to design coordination of fabric, lining, trim, notions preparation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Layout</b> graininess correctly placed proper layout techniques used marking does not show on right side of fabric	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>General Assembly Skills/Techniques</b> machine stitching—Appropriate stitch length is used, stitching is straight seams—Appropriate stitch length proper width, pressed flat and smooth seam finishes—Proper finish for fabric, neatly done closures—appropriate, properly placed and assembled facings—bulk graded, clipped, pressed hems—smooth, correct width and technique detailing—neat, secure, appropriate overall appearance—neat, pressed finishing fit—proper fit	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Project Specific Skills/Techniques</b> • • • • •	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments:						

# FRAMEWORK FOR ASSESSING A FASHION PROJECT

FASAFP-3

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Project:

Project Description:  
(pattern, illustration, fabric,  
etc.)

**Rating Scale:** (*italics are optional*) *The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

STANDARD IS 3 IN EACH APPLICABLE AREA.

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Pattern</b> selection (appropriate to skill level, size) preparation and alteration	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Fabric/Supplies</b> suited to design coordination of fabric, lining, trim, notions preparation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Garment Layout</b> graininess correctly placed proper layout techniques used marking does not show on right side of fabric	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>General Assembly Skills/Techniques</b> machine stitching—Appropriate stitch length is used, stitching is straight seams—Appropriate stitch length proper width, pressed flat and smooth seam finishes—Proper finish for fabric, neatly done closures—appropriate, properly placed and assembled facings—bulk graded, clipped, pressed hems—smooth, correct width and technique detailing—neat, secure, appropriate overall appearance—neat, pressed finishing fit—proper fit	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Project Specific Skills/Techniques</b> • • • • •	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Comments:						



# FRAMEWORK FOR ASSESSING A PATTERN DESIGN

FASAPD-2

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Project:**

**Project Description or Illustration:**

**Rating Scale:** (*italics are optional*) *The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**STANDARD IS 2 IN EACH APPLICABLE AREA.**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
design executed properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measurements precise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seam lines accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seam allowances 1.5 cm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hem allowance shown and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
notches properly placed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dart size correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pleat placement correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
zipper shown, correct length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
button/buttonhole placement correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grainline shown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pattern Labelling:</b>						
name of piece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
number of pieces to be cut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
right angles on corners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Fashion Details</b>						
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>						

## FASAPD-3

Date: \_\_\_\_\_

<p><b>Project:</b></p>  <p><b>Project Description or Illustration:</b></p>	<p><b>Rating Scale:</b> (<i>italics are optional</i>) <i>The student:</i></p> <ol style="list-style-type: none"> <li>4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others <i>to contribute team goals</i></li> <li>3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions <i>that enhance team effort</i></li> <li>2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively <i>to achieve team goals</i></li> <li>1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent.</i> <i>Works cooperatively</i></li> <li>0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</li> </ol>
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Criteria	RATING SCALE					
	4	3	2	1	0	N/A
design executed properly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
measurements precise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seam lines accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seam allowances 1.5 cm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hem allowance shown and accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
notches properly placed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dart size correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pleat placement correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
zipper shown, correct length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
button/buttonhole placement correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grainline shown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pattern Labelling:</b>						
name of piece.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
number of pieces to be cut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
right angles on corners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other Fashion Details</b>						
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>						

**CAREER PROFILE CHECKLIST****FASCP**

Name: \_\_\_\_\_

Career: \_\_\_\_\_

**Technical Components (Written)**

- ☐ Legible
- ☐ Free of spelling/proof-reading errors
- ☐ Correct grammar/communication style
- ☐ Professional appearance/appropriate format
- ☐ Document free of smudges and wrinkles

**Contents**

- ☐ Job description
- ☐ Education and Training involved (where available, how long, cost, what courses)
- ☐ Employment opportunities
- ☐ Advancement Potential
- ☐ Salary Range
- ☐ Routine and Expectations
- ☐ Advantages/Disadvantages
- ☐ Personal satisfaction

**Comments:**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

**STANDARD IS 1 IN EACH APPLICABLE AREA.****Rating Scale** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**CRITERIA***The student:***Preparation and Planning**

- ☐ sets goals and follows instructions accurately
- ☐ adheres to established timelines
- ☐ responds to directed questions and follow necessary steps to find answers
- ☐ uses time effectively

**Information Gathering and Processing**

- ☐ accesses basic in-school/community information sources
- ☐ uses one or more information-gathering techniques

**Information Gathering and Processing** (cont'd)

- ☐ interprets and organizes information into a logical sequence
- ☐ records information accurately using correct technical terms
- ☐ distinguishes between fact and fiction/option/theory
- ☐ responds to feedback when current approach is not working

**Content**

- ☐ describes one or more career clusters within the industry; e.g.:
  - labour-based
  - technical
  - professional
- ☐ identifies and describes occupations relevant to one or more career clusters; e.g.:
  - nature of the occupation
  - duties of the worker
- ☐ provides a survey of current employment statistics relevant to one or more career clusters; e.g.:
  - types of occupations
  - number of workers
- ☐ identifies entry requirements and training programs relevant to one or more career clusters; e.g.:
  - entrance requirements and competencies
  - type of training programs
- ☐ assesses current and future employment opportunities and trends; e.g.:
  - local and national needs
  - opportunities for advancement

**Collaboration and Teamwork**

- ☐ cooperates with group members
- ☐ shares work appropriately among group members

**Information Sharing**

- ☐ demonstrates effective use of one or more communication media: e.g., *written, oral, audio-visual*
- ☐ communicates information in a logical sequence
- ☐ uses correct grammatical/technical conventions
- ☐ cites basic information sources

**Comments:**



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE AREA.****Rating Scale** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**CRITERIA***The student:***Preparation and Planning**

- ☐ sets goals and establishes steps to achieve them
- ☐ creates and adheres to useful timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively

**Information Gathering and Processing**

- ☐ accesses a range of relevant in-school/community resources
- ☐ uses a range of information-gathering techniques

**Information Gathering and Processing** (cont'd)

- ☐ interprets, organizes and combines information into a logical sequence
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ determines accuracy/currency/reliability of information sources
- ☐ gathers and responds to feedback regarding approach to the task

**Content**

- ☐ describes one or more career clusters within the industry; e.g.:
  - labour-based
  - technical
  - professional
- ☐ identifies and describes occupations relevant to one or more career clusters; e.g.:
  - nature of the occupation
  - duties of the worker
  - workplace conditions
- ☐ provides a survey of current employment statistics relevant to one or more career clusters; e.g.:
  - types of occupations
  - number of workers
  - employment trends
- ☐ identifies entry requirements and training programs relevant to one or more career clusters; e.g.:
  - entrance requirements and competencies
  - type and extent of training programs
- ☐ assesses current and future employment opportunities and trends; e.g.:
  - local, national and international needs
  - opportunities for advancement and/or career change

**Collaboration and Teamwork**

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems

**Information Sharing**

- ☐ demonstrates effective use of one or more communication media: e.g., *written, oral, audio-visual*
- ☐ communicates ideas in a logical sequence with sufficient supporting detail
- ☐ maintains acceptable grammatical and technical standards
- ☐ cites relevant information sources



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A

**STANDARD IS 3 IN EACH APPLICABLE AREA.****Rating Scale** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**CRITERIA***The student:***Preparation and Planning**

- ☐ sets clear goals and establishes steps to achieve them
- ☐ creates and adheres to detailed timelines
- ☐ uses personal initiative to formulate questions and find answers
- ☐ plans and uses time effectively, prioritizing tasks on a consistent basis

**Information Gathering and Processing**

- ☐ accesses a range of relevant information sources and recognizes when additional information is required
- ☐ demonstrates resourcefulness in collecting data

**Information Gathering and Processing** (cont'd)

- ☐ interprets, organizes and combines information in creative and thoughtful ways
- ☐ records information accurately with appropriate supporting detail and using correct technical terms
- ☐ recognizes underlying bias/assumptions/values in information sources
- ☐ assesses and refines approach to the task and project status based on feedback and reflection

**Content**

- ☐ describes one or more career clusters within the industry; e.g.:
  - labour-based
  - technical
  - professional
- ☐ identifies and describes occupations relevant to one or more career clusters; e.g.:
  - nature of the occupation
  - duties of the worker
  - workplace conditions
  - salary/wages and employee benefits
- ☐ provides a survey of current employment statistics relevant to one or more career clusters; e.g.:
  - types of occupations
  - number of workers
  - employment trends
- ☐ identifies entry requirements and training programs relevant to one or more career clusters; e.g.:
  - entrance requirements and competencies
  - type and extent of training programs
  - post-secondary institutions
- ☐ assesses current and future employment opportunities and trends; e.g.:
  - local, national and international needs
  - opportunities for advancement and/or career change
  - opportunities for self-employment and entrepreneurship

**Collaboration and Teamwork**

- ☐ cooperates with group members
- ☐ shares work appropriately among group members
- ☐ negotiates solutions to problems
- ☐ displays effective communication and leadership skills

**Information Sharing**

- ☐ demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- ☐ communicates thoughts/feelings/ideas clearly to justify or challenge a position
- ☐ maintains acceptable grammatical and technical standards
- ☐ gives evidence of adequate information gathering by citing relevant information sources

**CAREER OBSERVATION FORM****FASCOF**

Student Name: \_\_\_\_\_ Module: \_\_\_\_\_ Date: \_\_\_\_\_

Destination: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Title or Position: \_\_\_\_\_

**Purpose****Expectation Observations:**Questions: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Actual Observations:**Answers: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_**Observed Careers:**

①

②

③

TITLE:

Duties

Education Requirements

Pay Scale

Pros

Cons

\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_**Would any of the observed careers appeal to you and state a reason why?**

Student Name: \_\_\_\_\_ Module: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

**Overall Purpose (Teacher Defined)****Student Expectations:**

What do you expect to learn?

**Actual Observations:**

What did you actually learn (Theme)?

**Specific knowledge gained****State how reviewing this material has influenced your impression concerning this topic.**

## REFLECTION RECORD

FASREF

Student Name: \_\_\_\_\_ Module: \_\_\_\_\_ Date: \_\_\_\_\_

When you finish a module, it is time to think about how you have grown from having done this work.  
Complete these statements.

Before I began this module  
I . . .

Some discoveries that I  
make . . .

My work in this  
module was made  
easier because I . . .

In this module I had  
difficulty with . . .  
because I . . .

One thing I would do differently next time . . .

I wonder if I will ever be  
able to . . .

The part of this module that was  
most worthwhile to me was . . .

I would like to learn  
more about . . .

I found that I was quite good at . . .

Now that I can . . . I will be able to . . .

PORTFOLIO CHECKLIST-INTRODUCTORY FASPCF-1

FASPFC-1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Module: Name					
Module: #					
<b>Competency Overview</b>					
A minimum of three of the following:					
• Statement of Module Competencies and Mark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Introductory Skills/Techniques Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Visual representation of completed project (picture, croquis, slide, video, fabric sample)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Project Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Technical Components</b>					
• Professional Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Appropriate Format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other: Achievements, awards, related part time work</b>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<input type="checkbox"/>					
<b>Comments:</b>					



**PORTFOLIO CHECKLIST-INTERMEDIATE****FASPFC-2**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Module Name:					
Module #:					
<b>Competency Overview</b> A minimum of three of the following: <ul style="list-style-type: none"><li>• Statement of Module Competencies and Mark</li><li>• Intermediate Skills/Techniques Checklist</li><li>• Visual representation of completed project (picture, croquis, slide, video, fabric sample)</li><li>• Project Evaluation</li><li>• Research Evaluation</li><li>• Career Profile</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Technical Components</b> <ul style="list-style-type: none"><li>• Professional Appearance</li><li>• Appropriate Format</li><li>• Impact</li><li>• Clarity</li></ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other: Achievements, awards, related part time work</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Comments:</b>   					

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Module Name:					
Module #:					
<b>Competency Overview</b>					
A minimum of four of the following:					
• Statement of Module Competencies and Mark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Advanced Skills/Techniques Checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Visual representation of completed project (picture, croquis, slide, video, fabric sample)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Project Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Research Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Career Profile/Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Title/Cover Page</b>					
• Impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Readability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Other: Achievements, awards, related part time work</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
<b>Comments:</b>           					

# INTRODUCTORY SKILLS/TECHNIQUES: CHECKLIST

FASSKT-1

NAME: \_\_\_\_\_

STANDARD IS 1 IN EACH APPLICABLE AREA.

## Rating Scale: (*italics are optional*)

### The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Skill/Techniques	Rating				
<b>Basting</b>					
pin	4	3	2	1	0
hand	4	3	2	1	0
machine	4	3	2	1	0
<b>Bulk Reduction</b>					
grading	4	3	2	1	0
trimming	4	3	2	1	0
clipping/notching	4	3	2	1	0
<b>Closure</b>					
machine button holes	4	3	2	1	0
shank button	4	3	2	1	0
flat button	4	3	2	1	0
snaps	4	3	2	1	0
hook and eye	4	3	2	1	0
velcro	4	3	2	1	0
buckle	4	3	2	1	0
zipper-centred	4	3	2	1	0
zipper-lapped	4	3	2	1	0
zipper-fly	4	3	2	1	0
ties/straps	4	3	2	1	0

Skill/Techniques	Rating				
<b>Decorative Detail</b>					
tassels/fringe/braid	4	3	2	1	0
colour blocking	4	3	2	1	0
fabric dyeing	4	3	2	1	0
fabric painting	4	3	2	1	0
applique	4	3	2	1	0
crazy quilting	4	3	2	1	0
stuffing	4	3	2	1	0
bonding	4	3	2	1	0
<b>Hem Treatment</b>					
straight	4	3	2	1	0
slip stitch	4	3	2	1	0
machine top stitched	4	3	2	1	0
fusible (non stitched)	4	3	2	1	0
<b>Neckline Treatment</b>					
binding	4	3	2	1	0
facing	4	3	2	1	0
collar	4	3	2	1	0
ribbing					
<b>Pocket</b>					
inseam	4	3	2	1	0
inside patch	4	3	2	1	0
unlined patch	4	3	2	1	0
miter corner	4	3	2	1	0
<b>Seam</b>					
tension	4	3	2	1	0
directional	4	3	2	1	0
plain	4	3	2	1	0
pivoting	4	3	2	1	0
bar tack	4	3	2	1	0
<b>Seam Finishing</b>					
zig zag	4	3	2	1	0
serge	4	3	2	1	0
pink	4	3	2	1	0
clean finish	4	3	2	1	0
stretch	4	3	2	1	0

Skill/Techniques	Rating				
<b>Shaping Device</b>					
staystitch	4	3	2	1	0
straight dart	4	3	2	1	0
gathering	4	3	2	1	0
easing	4	3	2	1	0
notching	4	3	2	1	0
clipping	4	3	2	1	0
understitching	4	3	2	1	0
box pleats	4	3	2	1	0
simple tucks	4	3	2	1	0
<b>Sleeve Treatment</b>					
dropped	4	3	2	1	0
raglan	4	3	2	1	0
faced opening	4	3	2	1	0
ribbing	4	3	2	1	0
casing	4	3	2	1	0
<b>Waistline Treatment</b>					
casing	4	3	2	1	0
elastic application	4	3	2	1	0
<b>Other</b>					
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0

# INTERMEDIATE SKILLS/TECHNIQUES: CHECKLIST

FASSKT-2

NAME: \_\_\_\_\_

STANDARD IS 2 IN EACH APPLICABLE AREA.

## Rating Scale: (*italics are optional*)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to *contribute team goals*.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Skill/Techniques	Rating				
<b>Closure</b>					
button loops	4	3	2	1	0
covered buttons	4	3	2	1	0
extended snaps	4	3	2	1	0
zipper underlay	4	3	2	1	0
zipper—invisible	4	3	2	1	0
zipper—exposed	4	3	2	1	0
zipper—separating	4	3	2	1	0
<b>Decorative Detail</b>					
cutting/joining bias	4	3	2	1	0
ready made piping	4	3	2	1	0
lace/ribbon/braid/fabric	4	3	2	1	0
twin needle stitching	4	3	2	1	0
spaghetti straps	4	3	2	1	0
ruffles	4	3	2	1	0
shirring	4	3	2	1	0
decorative machine stitching	4	3	2	1	0
decorative hand stitching	4	3	2	1	0
handmade tassels	4	3	2	1	0
tucks	4	3	2	1	0
sculpting	4	3	2	1	0
tufting	4	3	2	1	0

Skill/Techniques	Rating				
<b>Decorative Detail (cont'd)</b>					
buttoning	4	3	2	1	0
fold over braid	4	3	2	1	0
ribbon roses	4	3	2	1	0
crinkling	4	3	2	1	0
quilting—machine	4	3	2	1	0
quilting—hand	4	3	2	1	0
<b>Design/Drafting</b>					
computer drafting—lower torso	4	3	2	1	0
hand drafting—lower torso	4	3	2	1	0
flat pattern	4	3	2	1	0
dress form	4	3	2	1	0
draping	4	3	2	1	0
fashion illustration—croque	4	3	2	1	0
fashion illustration—simple	4	3	2	1	0
gesture	4	3	2	1	0
fashion illustration—pencil	4	3	2	1	0
rendering	4	3	2	1	0
fashion illustration—garment	4	3	2	1	0
styles/design details	4	3	2	1	0
<b>Hem Treatment</b>					
curved	4	3	2	1	0
rolled	4	3	2	1	0
lettuce	4	3	2	1	0
serger rolled	4	3	2	1	0
mitering	4	3	2	1	0
<b>Hemming Stitch</b>					
invisible	4	3	2	1	0
catch stitch	4	3	2	1	0
machine—blind	4	3	2	1	0
<b>Marking Technique</b>					
tailors' tack	4	3	2	1	0
<b>Neckline Treatment</b>					
inset bands	4	3	2	1	0
tab front	4	3	2	1	0
knit collar	4	3	2	1	0
collar band	4	3	2	1	0
tunnel	4	3	2	1	0
sweetheart lining finish	4	3	2	1	0



Skill/Techniques	Rating				
<b>Pocket</b>					
zippered	4	3	2	1	0
flap for patch pocket	4	3	2	1	0
<b>Seam</b>					
flat-felled	4	3	2	1	0
4-point closure	4	3	2	1	0
top stitching	4	3	2	1	0
godet/gusset	4	3	2	1	0
french	4	3	2	1	0
<b>Sleeve Treatment</b>					
set in	4	3	2	1	0
continuous lap	4	3	2	1	0
cuffs	4	3	2	1	0
gusset	4	3	2	1	0
kimono	4	3	2	1	0
<b>Underlying Fabric</b>					
lining	4	3	2	1	0
underlining	4	3	2	1	0
interfacing	4	3	2	1	0
plasticizing	4	3	2	1	0
batting	4	3	2	1	0
<b>Waistline Treatment</b>					
facing	4	3	2	1	0
yoke	4	3	2	1	0
straight waistband	4	3	2	1	0
belt loops	4	3	2	1	0
<b>Other</b>					
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0

# ADVANCED SKILLS/TECHNIQUES: CHECKLIST

FASSKT-3

NAME: \_\_\_\_\_

STANDARD IS 3 IN EACH APPLICABLE AREA.

## Rating Scale: (*italics* are optional)

### The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to *contribute team goals*.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. Quality and productivity are reasonably consistent. Works cooperatively.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Skill/Techniques	Rating				
<b>Baste</b>					
diagonal	4	3	2	1	0
uneven	4	3	2	1	0
<b>Closure</b>					
bound buttonholes—	4	3	2	1	0
rectangular	4	3	2	1	0
bound buttonholes—triangular	4	3	2	1	0
buttonhole—keyhole	4	3	2	1	0
buttonhole—hand worked	4	3	2	1	0
buttonhole—corded	4	3	2	1	0
button—shank	4	3	2	1	0
button—backed button	4	3	2	1	0
covered snap	4	3	2	1	0
hand made eyes	4	3	2	1	0
covered buckle	4	3	2	1	0
machine eyelets	4	3	2	1	0
applied eyelet	4	3	2	1	0
frogs	4	3	2	1	0
chinese ball button	4	3	2	1	0
zipper—hand	4	3	2	1	0

Skill/Techniques	Rating				
<b>Decorative Detail</b>					
piping—hand made	4	3	2	1	0
sequins/beads	4	3	2	1	0
dior roses	4	3	2	1	0
couching	4	3	2	1	0
cutwork	4	3	2	1	0
bobbin couching	4	3	2	1	0
mexican tucks	4	3	2	1	0
pizza cloth	4	3	2	1	0
triple needed	4	3	2	1	0
trapaunto	4	3	2	1	0
popcorn cloth	4	3	2	1	0
arrowhead tacks	4	3	2	1	0
wing needle	4	3	2	1	0
lattice	4	3	2	1	0
stained glass	4	3	2	1	0
sharks tooth	4	3	2	1	0
<b>Design/Drafting</b>					
computer drafting—upper torso	4	3	2	1	0
hand drafting—upper torso	4	3	2	1	0
fashion illustration technical	4	3	2	1	0
impression	4	3	2	1	0
creating a fashion line	4	3	2	1	0
rendering colour/fabric	4	3	2	1	0
<b>Hem Treatment</b>					
faced/false/french	4	3	2	1	0
scalloped	4	3	2	1	0
horsethair braid	4	3	2	1	0
interfaced	4	3	2	1	0
soft padded	4	3	2	1	0
fishline	4	3	2	1	0
bound	4	3	2	1	0
bias/circular	4	3	2	1	0
jump hem	4	3	2	1	0
<b>Hemming Stitch</b>					
tailored	4	3	2	1	0
taped/glue	4	3	2	1	0
french tack	4	3	2	1	0

Skill/Techniques	Rating				
<b>Neckline Treatment</b>					
4-point closure	4	3	2	1	0
taping	4	3	2	1	0
pad stitch	4	3	2	1	0
lapel	4	3	2	1	0
tailored collar	4	3	2	1	0
reverse understitching	4	3	2	1	0
pipel	4	3	2	1	0
scalloped	4	3	2	1	0
asymmetrical	4	3	2	1	0
<b>Pocket</b>					
trouser	4	3	2	1	0
single welt	4	3	2	1	0
double welt	4	3	2	1	0
triangular	4	3	2	1	0
circular	4	3	2	1	0
welt flap	4	3	2	1	0
bellows	4	3	2	1	0
<b>Seam</b>					
bias cut	4	3	2	1	0
slot	4	3	2	1	0
corded	4	3	2	1	0
<b>Shaping Device</b>					
single thread dart	4	3	2	1	0
staying seams with tape	4	3	2	1	0
reinforcing	4	3	2	1	0
boning	4	3	2	1	0
lingerie strap guards	4	3	2	1	0
weights—flat, circular, leaded,	4	3	2	1	0
chain	4	3	2	1	0
sleeve head	4	3	2	1	0
shoulder pads (hand made)	4	3	2	1	0
<b>Sleeve Treatment</b>					
tailored sleeve placket	4	3	2	1	0
vented sleeve	4	3	2	1	0
shaped sleeve	4	3	2	1	0
point extended hem	4	3	2	1	0
cut out inset (heart/circular)					

Skill/Techniques	Rating				
<b>Underlying Fabric</b>					
underlining	4	3	2	1	0
interlining	4	3	2	1	0
insulating	4	3	2	1	0
<b>Waistline Treatment</b>					
pipel	4	3	2	1	0
grosgrain	4	3	2	1	0
dropped "V" waist	4	3	2	1	0
shaped or bias	4	3	2	1	0
<b>Special Fabric</b>					
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
<b>Other</b>					
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0
	4	3	2	1	0

Name: \_\_\_\_\_

<p><b>Basting</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> lies flat, ends and notches match</li> <li>• pin <ul style="list-style-type: none"> <li><input type="checkbox"/> ends perpendicular to edge about 10 cm apart with pin heads toward edge</li> <li><input type="checkbox"/> pins are removed before sewing over</li> </ul> </li> <li>• hand <ul style="list-style-type: none"> <li><input type="checkbox"/> pin baste</li> <li><input type="checkbox"/> hand baste using single thread evenly spaced on seam line removing pins as you baste</li> <li><input type="checkbox"/> hold pieces secure</li> </ul> </li> <li>• machine <ul style="list-style-type: none"> <li><input type="checkbox"/> baste using longest stitch on machine</li> <li><input type="checkbox"/> stitch on seam line in direction of grain</li> <li><input type="checkbox"/> do not backstitch or leave long thread ends</li> </ul> </li> </ul>
<p><b>Bulk Reduction</b></p> <ul style="list-style-type: none"> <li>• grading <ul style="list-style-type: none"> <li><input type="checkbox"/> trim interfacing 6 mm</li> <li><input type="checkbox"/> trim each consecutive layer 1 mm wider</li> </ul> </li> <li>• trimming <ul style="list-style-type: none"> <li><input type="checkbox"/> cut evenly removing bulk</li> <li><input type="checkbox"/> cut diagonally close to stitching</li> </ul> </li> <li>• clipping and notching <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate placement</li> <li><input type="checkbox"/> cut up to and not through stitching</li> </ul> </li> </ul>
<p><b>Closure</b></p> <ul style="list-style-type: none"> <li>• buttonholes (machine) <ul style="list-style-type: none"> <li><input type="checkbox"/> buttonholes correctly and attractively spaced</li> <li><input type="checkbox"/> buttonholes cut correctly</li> <li><input type="checkbox"/> no hanging threads</li> </ul> </li> <li>• buttons (shank/flat) <ul style="list-style-type: none"> <li><input type="checkbox"/> double thread</li> <li><input type="checkbox"/> neat</li> <li><input type="checkbox"/> secure</li> <li><input type="checkbox"/> appropriately placed</li> <li><input type="checkbox"/> shanked if necessary</li> <li><input type="checkbox"/> no hanging threads</li> </ul> </li> </ul>

<p><b>Closure (cont'd)</b></p> <ul style="list-style-type: none"> <li>• snaps, hook and eye, velcro, buckle <ul style="list-style-type: none"> <li><input type="checkbox"/> double thread</li> <li><input type="checkbox"/> neat</li> <li><input type="checkbox"/> secure</li> <li><input type="checkbox"/> appropriately placed</li> <li><input type="checkbox"/> no hanging threads</li> <li><input type="checkbox"/> correct type, size and colour</li> </ul> </li> <li>• zippers (centred/lapped/fly) <ul style="list-style-type: none"> <li><input type="checkbox"/> stitched straight, even from edge with ends secure and neat</li> <li><input type="checkbox"/> covered zipper and tab</li> <li><input type="checkbox"/> lays flat and smooth and slides easily</li> <li><input type="checkbox"/> appropriately placed</li> <li><input type="checkbox"/> suitable for fabric type/function</li> <li><input type="checkbox"/> seam allowance finished and caught in</li> <li><input type="checkbox"/> suitable zipper length</li> <li><input type="checkbox"/> with fly zipper, facing should not show</li> </ul> </li> <li>• ties/straps <ul style="list-style-type: none"> <li><input type="checkbox"/> even width</li> <li><input type="checkbox"/> seam exactly on edge or centre</li> <li><input type="checkbox"/> well pressed</li> <li><input type="checkbox"/> placed correctly</li> <li><input type="checkbox"/> ends neatly finished</li> <li><input type="checkbox"/> securely attached</li> </ul> </li> </ul>
<p><b>Decorative Detail</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> neat</li> <li><input type="checkbox"/> appropriate</li> <li><input type="checkbox"/> durable</li> <li><input type="checkbox"/> suitable to function</li> <li><input type="checkbox"/> enhances project</li> </ul>

Name: \_\_\_\_\_

<b>Hem Treatment</b>
<input type="checkbox"/> width even and accurate <input type="checkbox"/> flat and smooth <input type="checkbox"/> hand stitching not visible from right side <input type="checkbox"/> well pressed <input type="checkbox"/> secure <input type="checkbox"/> appropriate technique <input type="checkbox"/> applied correctly
<b>Marking Technique</b>
<input type="checkbox"/> marking technique suitable for fabric <input type="checkbox"/> accurately placed and correct technique <input type="checkbox"/> mark not visible on finished project
<b>Neckline Treatment</b>
<input type="checkbox"/> accurately stitched with no puckers <input type="checkbox"/> bulk reduced and clipped/notched <input type="checkbox"/> finished neckline on neck edge <input type="checkbox"/> interfaced if necessary <input type="checkbox"/> understitched if necessary <input type="checkbox"/> uniform shape <input type="checkbox"/> well pressed with seams rolled to underside <input type="checkbox"/> lies properly <input type="checkbox"/> sharp points <input type="checkbox"/> facing edge finished and tacked down <input type="checkbox"/> appropriately shaped <input type="checkbox"/> straight topstitching <input type="checkbox"/> ribbing applied evenly with no ripples, not pressed, seam finished and secured
<b>Pattern and Layout</b>
<input type="checkbox"/> pattern correctly laid out and secured <input type="checkbox"/> correct alterations made before pattern layout <input type="checkbox"/> notches should be identified <input type="checkbox"/> cut accurately

<b>Pocket</b>
<input type="checkbox"/> accurately placed <input type="checkbox"/> pairs matched <input type="checkbox"/> topstitched evenly and neatly <input type="checkbox"/> functional opening <input type="checkbox"/> reinforced <input type="checkbox"/> seam finished <input type="checkbox"/> uniform shape <input type="checkbox"/> hem/lining does not show <input type="checkbox"/> lays flat with no roll, twist nor pull
<b>Repair Technique</b>
<input type="checkbox"/> neat <input type="checkbox"/> appropriate <input type="checkbox"/> durable <input type="checkbox"/> suitable to function <input type="checkbox"/> enhances project
<b>Seam</b>
<input type="checkbox"/> uniform and appropriate stitch, length, and tension <input type="checkbox"/> directional stitching – no rippling <input type="checkbox"/> pressed flat and smooth with no imprints <input type="checkbox"/> appropriate seam width with no hanging threads <input type="checkbox"/> coordinating thread colour <input type="checkbox"/> appropriate needle and thread type/size <input type="checkbox"/> well secured <input type="checkbox"/> fabric patterns matching <input type="checkbox"/> stress seams reinforced
<b>Seam Finishing</b>
<input type="checkbox"/> proper finish for fabric/project/function <input type="checkbox"/> coordinating thread color <input type="checkbox"/> neatly done with no hanging threads
<b>Shaping Device</b>
<ul style="list-style-type: none"> <li>• stay stitching</li> </ul> <input type="checkbox"/> correct stitch length <input type="checkbox"/> accurately placed <input type="checkbox"/> directional done on all curved seams



Name: \_\_\_\_\_

**Shaping Device (cont'd)**

- dart
  - ☐ straight stitch, tapered with no buckle
  - ☐ matching darts are identical in size and angle
  - ☐ secured at both ends
  - ☐ pressed in right direction with no imprinting
  - ☐ pressed flat
  - ☐ uniform and appropriate stitch length and tension
- gathering/easing/ruffles
  - ☐ evenly gathered, no folds nor tucks
  - ☐ correctly pressed
  - ☐ no thread showing on right side
  - ☐ free edges are neatly finished
- notching/clipping
  - ☐ correct placement and size
- understitching
  - ☐ correct stitch length and tension
  - ☐ placed close to seam catching the seam allowance
  - ☐ coordinating thread colour
- pleats/tucks
  - ☐ well secured
  - ☐ pressed in correct direction with no imprinting
  - ☐ straight, even folds
  - ☐ no hanging threads
  - ☐ topstitching straight and consistent

**Sleeve Treatment**

- ☐ placed correctly in armhole
  - ☐ smooth, unpuckered
  - ☐ tucks/darts uniform in size and evenly spaced
  - ☐ evenly gathered
- ☐ notches, slots and underarm seams appropriately matched
- ☐ underarm seam allowance trimmed and reinforced
- ☐ well pressed
- ☐ bottom edge neatly and appropriately finished
- ☐ no gathering stitches showing on right side
- ☐ hand stitching if any is uniform size and shows as little as possible
- ☐ sleeve seam allowances finished

**Waistline Treatment**

- ☐ even and correct width
- ☐ neatly sewn
- ☐ elastic joined correctly and not twisted
- ☐ opening neatly closed

**Yarn Arts**

- ☐ neat
- ☐ appropriate
- ☐ durable
- ☐ correct technique
- ☐ consistent tension

Name: \_\_\_\_\_

**Closure**

- button loops
  - ☐ size of loop allows garment sections to meet correctly
  - ☐ appropriate thickness for button/fabric
  - ☐ loop seam positioned at inner edge
  - ☐ located in low stress areas
  - ☐ correctly incorporated into seam or correctly attached to finished edge
  - ☐ securely attached
  - ☐ fits the size of button
  - ☐ all uniform sized loops
  - ☐ evenly spaced
  - ☐ no loose threads
  - ☐ aligns correctly to button
- covered buttons
  - ☐ neatly covered
  - ☐ attached securely
  - ☐ no hanging threads
  - ☐ double thread
  - ☐ appropriately placed
  - ☐ coordinates with garment design and fabric
  - ☐ button aligns with buttonhole or button loop
  - ☐ fits buttonhole or button loop
- extended snaps
  - ☐ appropriately placed
  - ☐ correctly attached
  - ☐ neat appearance
  - ☐ secure
  - ☐ correct type, size and colour
  - ☐ no hanging threads
  - ☐ concealed application
  - ☐ attached to appropriate tape
  - ☐ stitches do not penetrate face of garment
- zipper underlay
  - ☐ underlay is the same length as the zipper
  - ☐ underlay raw edges are finished
  - ☐ underlay correctly placed and attached to zipper
  - ☐ zipper and underlay lay flat and smooth

- ☐ suitable for fabric type/function
- ☐ straight stitching, even from edge
- ☐ secure
- ☐ neat appearance
- zipper-invisible
  - ☐ suitable for garment design and fabric
  - ☐ suitable zipper length
  - ☐ concealed teeth and tape
  - ☐ correctly inserted using special sewing machine attachment
  - ☐ slides easily
  - ☐ secure
  - ☐ lays flat and smooth
  - ☐ seam allowance finished
- zipper-exposed/separating
  - ☐ lays flat and smooth
  - ☐ slides easily
  - ☐ appropriately placed
  - ☐ suitable for fabric type/function
  - ☐ seam allowance finished and caught in
  - ☐ suitable zipper length
  - ☐ stitched straight, even from edge
  - ☐ bottom ends line up
  - ☐ no gap at zipper top
  - ☐ backstitching is not noticeable on right side
  - ☐ neat appearance

**Decorative Detail**

- cutting/joining bias
  - ☐ cut correctly (45°)
  - ☐ even in width
  - ☐ joined correctly
  - ☐ secure seams
  - ☐ pressed flat
  - ☐ seam allowance trimmed to eliminate bulk
- ready made piping
  - ☐ attached correctly in seam
  - ☐ evenly attached the entire seam length
  - ☐ no raw edges exposed
  - ☐ lays smooth with no puckers
  - ☐ coordinates with the fabric

**FASHION STUDIES STANDARDS FOR  
INTERMEDIATE SKILLS/TECHNIQUES (continued)**

**FASSTD-2**

Name: \_\_\_\_\_

**Decorative Detail (continued)**

- ready made piping (continued)
  - ☐ enhances project
  - ☐ neat appearance
  - ☐ joining correctly
- lace/ribbon/flat or fold over braid/fabric
  - ☐ neatly attached
  - ☐ appropriate
  - ☐ enhances project
  - ☐ reinforced neatly at ends
  - ☐ good tension
- twin needle stitching/tucks
  - ☐ neat
  - ☐ appropriate for fabric
  - ☐ uniform and appropriate stitch, length and tension
  - ☐ enhances project
  - ☐ pressed flat and smooth
  - ☐ reinforced neatly at ends with no hanging threads
  - ☐ coordinating thread colour
- spaghetti straps
  - ☐ neat
  - ☐ even in width
  - ☐ attached neatly
  - ☐ seam exactly on edge or centre
  - ☐ placed correctly
  - ☐ securely attached
- ruffles, shirring
  - ☐ stitching is straight and even
  - ☐ ample fullness
  - ☐ smooth, even distribution of gathers
  - ☐ free edges of ruffle neatly finished
  - ☐ seam allowance finished
  - ☐ no gathering stitches showing on garment right side
  - ☐ no loose threads
  - ☐ seam has been pressed

- decorative machine stitching/decorative hand stitching
  - ☐ neat
  - ☐ appropriate
  - ☐ durable
  - ☐ suitable to function
  - ☐ enhances project
  - ☐ good tension
  - ☐ thread ends neatly secured
- sculpting, tufting, buttoning, hand made tassels, ribbon roses, crinkling
  - ☐ neat
  - ☐ appropriate
  - ☐ durable
  - ☐ enhances project
  - ☐ correctly made
- quilting by hand or machine
  - ☐ neat
  - ☐ appropriate
  - ☐ durable
  - ☐ enhances project
  - ☐ even, consistent stitches

**Design/Drafting**

- computer drafted patterns: lower torso
  - ☐ accurate
  - ☐ pattern shape reflects design concept
  - ☐ clean corners
  - ☐ correct line type
  - ☐ smooth arcs and curves
  - ☐ incorporated appropriate symbols
  - ☐ incorporated essential pattern identification
  - ☐ incorporated essential cutting and layout information
  - ☐ layout is efficient
  - ☐ fabric measurement is calculated correctly
  - ☐ pattern plotted to correct size

Name: \_\_\_\_\_

Design/Drafting (continued)
<ul style="list-style-type: none"> <li>• hand drafted patterns: lower torso</li> </ul> <input type="checkbox"/> accurate <input type="checkbox"/> pattern shape reflects design concept <input type="checkbox"/> clean corners and correct lines <input type="checkbox"/> incorporated appropriate symbols <input type="checkbox"/> incorporated essential pattern identification <input type="checkbox"/> incorporated essential cutting and layout information <input type="checkbox"/> layout is efficiently planned <input type="checkbox"/> fabric measurement is correctly calculated
<ul style="list-style-type: none"> <li>• flat pattern</li> </ul> <input type="checkbox"/> accurate measuring <input type="checkbox"/> correct technique <input type="checkbox"/> reflects desired design <input type="checkbox"/> redrawing of new lines <input type="checkbox"/> incorporation of new symbols, pattern identification, cutting and layout information <input type="checkbox"/> layout efficiently planned <input type="checkbox"/> fabric measurement correctly calculated
<ul style="list-style-type: none"> <li>• dress form</li> </ul> <input type="checkbox"/> correct use of supplies to make dress form <input type="checkbox"/> accurate placement of tape <input type="checkbox"/> incorporated information (such as neckline, shoulder width, bust location, etc.) on dress form <input type="checkbox"/> correct removal of dress form <input type="checkbox"/> correct assembly of dress form <input type="checkbox"/> correct finishing techniques
<ul style="list-style-type: none"> <li>• draping</li> </ul> <input type="checkbox"/> characteristic folds of soft fabric <input type="checkbox"/> properly held in place <input type="checkbox"/> reflects desired design and function

Design/Drafting (continued)
<ul style="list-style-type: none"> <li>• fashion illustration—croquis/simple gesture/sketching technique/pencil rendering</li> </ul> <input type="checkbox"/> correct use of tools (pencils, pens, paper, ruler) <input type="checkbox"/> accurate proportions in technical figure using specific proportions and grid <input type="checkbox"/> incorporation of roundness to croquis <input type="checkbox"/> incorporation of simple gesture <input type="checkbox"/> identification of garment styles and design detail in fashion illustrations <input type="checkbox"/> thumbnail sketch of rendered fabric <input type="checkbox"/> neatly drawn <input type="checkbox"/> line quality
Hem Treatment
<ul style="list-style-type: none"> <li>• curved</li> </ul> <input type="checkbox"/> flat and smooth with no ripples or pleats <input type="checkbox"/> parallel to floor during wear <input type="checkbox"/> excess bulk at hem, upper edge has been evenly distributed and eliminated <input type="checkbox"/> hemming method is appropriate for fabric and style <input type="checkbox"/> even in depth <input type="checkbox"/> neat hem appearance on right side <input type="checkbox"/> raw edges of hem are finished appropriately
<ul style="list-style-type: none"> <li>• rolled</li> </ul> <input type="checkbox"/> very narrow (.3 to .4 cm deep) hem <input type="checkbox"/> stitch is hidden under rolled edge <input type="checkbox"/> flat and smooth with no ripples or pleats <input type="checkbox"/> appropriate for fabric and style <input type="checkbox"/> even width <input type="checkbox"/> neat <input type="checkbox"/> evenly stitched



**FASHION STUDIES STANDARDS FOR  
INTERMEDIATE SKILLS/TECHNIQUES (continued)**

**FASSTD-2**

Name: \_\_\_\_\_

<p><b>Hem Treatment (continued)</b></p> <ul style="list-style-type: none"> <li>• lettuce             <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate for fabric and style</li> </ul> </li> <li><input type="checkbox"/> evenly stitched with appropriate thread and stitch length</li> <li><input type="checkbox"/> correct procedure followed</li> <li>• serger rolled             <ul style="list-style-type: none"> <li><input type="checkbox"/> free from puckers and skipped/broken stitches</li> <li><input type="checkbox"/> correct stitch length and width</li> <li><input type="checkbox"/> smooth, well covered edge</li> <li><input type="checkbox"/> free from frayed or hanging threads</li> <li><input type="checkbox"/> appropriate for fabric and style</li> <li><input type="checkbox"/> neat/attractive on both sides</li> <li><input type="checkbox"/> secure and inconspicuous joinings</li> <li><input type="checkbox"/> enhances appearance</li> <li><input type="checkbox"/> corners correctly done and neatly turned</li> </ul> </li> <li>• mitering             <ul style="list-style-type: none"> <li><input type="checkbox"/> seam joining hem and facing is 45°</li> <li><input type="checkbox"/> trimmed to reduce bulk</li> <li><input type="checkbox"/> pressed well</li> </ul> </li> </ul>
<p><b>Hemming Stitch</b></p> <ul style="list-style-type: none"> <li>• invisible, catch stitch, machine-blind             <ul style="list-style-type: none"> <li><input type="checkbox"/> appropriate stitch for fabric and garment style</li> <li><input type="checkbox"/> correctly and neatly done</li> <li><input type="checkbox"/> appropriate thread choice</li> <li><input type="checkbox"/> inconspicuous on right side</li> <li><input type="checkbox"/> knot is hidden under hem edge</li> <li><input type="checkbox"/> single thread used</li> <li><input type="checkbox"/> stitches are evenly spaced approximately 1.5 cm apart</li> </ul> </li> </ul>

<p><b>Marking Technique</b></p> <ul style="list-style-type: none"> <li>• tailors tacks             <ul style="list-style-type: none"> <li><input type="checkbox"/> marking technique suitable for fabric</li> <li><input type="checkbox"/> accurately placed</li> <li><input type="checkbox"/> correct technique</li> </ul> </li> </ul>
<p><b>Neckline Treatment</b></p> <ul style="list-style-type: none"> <li>• inset band/tab front             <ul style="list-style-type: none"> <li><input type="checkbox"/> fits the garment smoothly</li> <li><input type="checkbox"/> threads are clipped</li> <li><input type="checkbox"/> enclosed seam allowances are trimmed to eliminate bulk</li> <li><input type="checkbox"/> interfaced</li> <li><input type="checkbox"/> pressed</li> <li><input type="checkbox"/> cut on straight of grain</li> <li><input type="checkbox"/> square top and bottom edges, even width</li> <li><input type="checkbox"/> topstitching, if any, is even and neat</li> <li><input type="checkbox"/> hand stitching, if any, is inconspicuous with no knot showing</li> </ul> </li> <li>• knit collar             <ul style="list-style-type: none"> <li><input type="checkbox"/> even width</li> <li><input type="checkbox"/> band is joined before being set in neckline</li> <li><input type="checkbox"/> correct length for neckline</li> <li><input type="checkbox"/> seams are neatly finished</li> </ul> </li> <li>• collar band             <ul style="list-style-type: none"> <li><input type="checkbox"/> accurately stitched to garment/collar with no puckering; centred</li> <li><input type="checkbox"/> bulk reduced and clipped</li> <li><input type="checkbox"/> interfaced if necessary</li> <li><input type="checkbox"/> uniform shape; even in width</li> <li><input type="checkbox"/> well pressed</li> <li><input type="checkbox"/> lays properly</li> <li><input type="checkbox"/> ends of band are smoothly curved and symmetrical</li> <li><input type="checkbox"/> no visible raw edges</li> <li><input type="checkbox"/> cut on straight of grain</li> <li><input type="checkbox"/> does not extend beyond edge of neck seam</li> <li><input type="checkbox"/> topstitching if done is even from edge</li> <li><input type="checkbox"/> threads are clipped</li> </ul> </li> </ul>



Name: \_\_\_\_\_

**Neckline Treatment (continued)**

- tunnel
  - ☐ appropriate for fabric
  - ☐ raw edges are concealed for neat worn look
  - ☐ accurately stitched with no puckers
  - ☐ even width
  - ☐ lays properly
  - ☐ threads are clipped
- sweetheart lining finish
  - ☐ lining lays smoothly on wrong side with no puckers or ripples
  - ☐ lining has been understitched
  - ☐ neckline has been interfaced
  - ☐ inside seam allowances trimmed, clipped and graded
  - ☐ each side is smoothly curved and symmetrical
  - ☐ lining has been cut on grain
  - ☐ threads are clipped
  - ☐ well pressed

**Pocket**

- zippered
  - ☐ zipper same length as pocket width
  - ☐ zipper positioned evenly in pocket opening
  - ☐ even topstitching
  - ☐ threads are clipped
  - ☐ zipper lays smooth in pocket
- flap for patch pocket
  - ☐ cut on grain and fabric design matched
  - ☐ accurately placed
  - ☐ even and neat topstitching
  - ☐ paired flaps are the same size/shape
  - ☐ lays flat
  - ☐ hem lining does not show
  - ☐ if corners are present they are true
  - ☐ if curves are present they are smooth and symmetrical
  - ☐ covers patch pocket
  - ☐ enclosed seams layered to eliminate bulk

**Seam**

- flat-felled
  - ☐ two even stitching lines visible the entire length of seam
  - ☐ appropriate stitch length and tension
  - ☐ seam lays flat
  - ☐ appropriate for fabric type and garment
  - ☐ thread colour coordinates with fabric
  - ☐ neat
  - ☐ free from loose threads
  - ☐ pressed flat
- 4 point closure
  - ☐ all four seams match at the same position
  - ☐ seam allowances trimmed to eliminate bulk
  - ☐ well pressed
- topstitching
  - ☐ correct stitch length and tension
  - ☐ coordinating thread colour
  - ☐ even stitching
  - ☐ the same stitch length/colour as all other topstitching in garment
  - ☐ neatly secured
  - ☐ enhances the garment
- godet/gusset
  - ☐ straight of grain in centre
  - ☐ reinforced point
  - ☐ seams pressed toward garment away from godet
  - ☐ appropriate technique for fabric type and garment
  - ☐ smooth insertion at point
  - ☐ free from bulk
  - ☐ pressed flat
- french
  - ☐ neat
  - ☐ narrow, even seam width
  - ☐ enclosed seam is trimmed
  - ☐ appropriate seam finish for fabric type and garment

Name: \_\_\_\_\_

**Sleeve Treatment**

- set in
  - ☐ approved procedure followed
  - ☐ tucks, if any, uniform in size and evenly spaced
  - ☐ darts, if any, tapered to point
  - ☐ gathers, if used, evenly distributed
  - ☐ smooth insertion free from tucks with the excess being eased evenly between notches
  - ☐ finished seam allowances
  - ☐ sleeve set in with notches/dots matched
  - ☐ threads clipped
  - ☐ hem appropriately finished
  - ☐ grainline hangs straight
  - ☐ good fit
- continuous lap
  - ☐ neat
  - ☐ durable reinforced point with no fraying
  - ☐ accurate stitching on edge of binding
  - ☐ smooth even lap
  - ☐ appropriate for fabric type
  - ☐ end of placket stitched to keep placket in position
  - ☐ remains on wrong side of garment
- cuffs
  - ☐ interfaced
  - ☐ ends of cuff identical in size and shape
  - ☐ ends finished neatly
  - ☐ edges smooth and flat with no seam showing
  - ☐ if topstitched, stitching is even, straight and balanced in tension
  - ☐ if topstitched, stitch length is consistent with other topstitching on garment
  - ☐ Seam allowance neatly enclosed in cuff
- kimono
  - ☐ shoulder seam is smooth with no stretching
  - ☐ sufficient ease
  - ☐ well pressed
  - ☐ sufficient underarm reinforcement in fitted kimono sleeves
  - ☐ appropriate choice of fabric

**Underlying Fabric**

- lining
  - ☐ fits smoothly inside garment
  - ☐ neat appearance
  - ☐ complements the outer fabric in weight, colour and care
  - ☐ hem allows for body movement
  - ☐ does not show on right side
  - ☐ appropriate procedure followed
  - ☐ inconspicuous hand stitching
  - ☐ bar tack, if used, neat
- ☐ well pressed
- ☐ finished seams
- ☐ cut on straight of grain
- ☐ threads clipped
- underlining
  - ☐ complements the outer fabric in weight, colour and care
  - ☐ fits smoothly and evenly with outer fabric with no pulling or tucking
  - ☐ appropriate procedure followed
- ☐ well pressed
- ☐ finished seams
- ☐ threads clipped
- ☐ cut on straight of grain
- interfacing
  - ☐ complements the outer fabric in weight, method of application, colour and care
  - ☐ does not show through to right side
  - ☐ adds shaping, body, support, or reinforcement
  - ☐ appropriate procedure followed
- plasticizing
  - ☐ appropriate for fabric type
  - ☐ correctly and firmly applied
  - ☐ free from bubbles

Name: \_\_\_\_\_

**Underlying Fabric (continued)**

- batting
  - ☐ cut accurately
- ☐ attached correctly
- ☐ suitable thickness/weight
- ☐ anchored regularly to upper and lower fabrics
- ☐ excess removed from seam allowances/corners
- ☐ enhances appearance
- ☐ good tension when anchoring

**Waistline Treatment**

- facing
  - ☐ smooth flat application
  - ☐ constructed of good quality fabric cut on straight of grain
  - ☐ seams layered, clipped and understitched
  - ☐ pressed well
  - ☐ inconspicuously hand stitched to inside seam allowances
  - ☐ waistline and facing seams match
  - ☐ finished outer edge
  - ☐ interfaced
  - ☐ curved seams sewn smooth
  - ☐ free from tucks
  - ☐ threads clipped
- yoke
  - ☐ appropriate application procedure
  - ☐ cut on-grain
  - ☐ corners, if any, are square
  - ☐ topstitching, if any, evenly stitched and balanced in tension
  - ☐ topstitching, if any, consistent to other topstitching in garment
  - ☐ seam allowances layered/clipped and enclosed
  - ☐ well pressed
  - ☐ fits properly

**Waistline Treatment (continued)**

- straight waistband
  - ☐ edges smooth and flat with no seam showing
  - ☐ smooth flat application
  - ☐ seam allowances layered
  - ☐ seam allowance neatly enclosed in waistband
  - ☐ interfaced
  - ☐ appropriate procedure followed
  - ☐ overlap and underlap neatly finished and correctly positioned for placement of fasteners
  - ☐ cut on straight of grain
  - ☐ well pressed
- straight waistband (continued)
  - ☐ even width for the entire length
  - ☐ no hanging threads
  - ☐ if topstitched, stitch length even, straight and balanced in tension
  - ☐ if topstitched, stitch length consistent with other topstitching on garment
- belt loops
  - ☐ identical in construction and size
  - ☐ evenly spaced
  - ☐ sufficient in number to keep belt in place
  - ☐ if topstitched, stitch length even, straight and balanced in tension
  - ☐ well pressed
  - ☐ threads clipped
  - ☐ securely attached

**Surface Embellishment**

- ☐ neat
- ☐ appropriate
- ☐ durable
- ☐ suitable to function
- ☐ enhances project

Name: \_\_\_\_\_

**Basting**

- diagonal/uneven
- ☐ lays flat
- ☐ hand basted using correct technique
- ☐ diagonal stitches made parallel producing diagonal floats
- ☐ close diagonal basting adding more control to shape
- ☐ uneven 2.5 cm apart usually being temporary

**Closure**

- bound buttonhole—rectangular, triangular
- ☐ suitable for fabric and garment design
- ☐ neat and aesthetically pleasing
- ☐ reinforced at ends securing the seam lines and clipping
- ☐ cut on bias or straight of grain
- ☐ folded fabric matches, contrasts, is corded or flat
- ☐ correct application
- ☐ rectangular buttonhole, square ends and even in width
- ☐ triangular buttonholes, symmetrical on each side of opening
- ☐ well pressed
- ☐ no hanging threads
- ☐ backside correctly and neatly finished and attached to front
- ☐ line up correctly with button
- ☐ fit the button size
- buttonholes—keyhole, hand worked, corded
- ☐ suitable for fabric and garment design
- ☐ correctly aligned with buttons
- ☐ stitched securely with no fraying or loose threads
- ☐ fit the button size
- ☐ neat appearance
- ☐ interfaced
- ☐ evenly spaced
- ☐ appropriate distance from garment edge
- ☐ correctly made

**Closure (continued)**

- buttons—shank/backed
- ☐ coordinate with fabric
- ☐ spaced correctly for their size and use
- ☐ placed at stress points
- ☐ securely attached
- ☐ no loose hanging threads or knots
- ☐ thread shank added to eye button if fabric is thick
- ☐ backed button lines up with eye button
- covered snap, hand made eyes, covered buckle, machine eyelets, applied eyelets, frogs, chinese ball button
- ☐ hand stitching inconspicuous
- ☐ neat appearance
- ☐ no raw fabric edges exposed on covered fasteners
- ☐ appropriate for fabric and garment
- ☐ durable or securely attached
- ☐ enhances project
- ☐ correctly made
- ☐ allow garment to lay flat
- ☐ no loose threads
- zipper—hand
- ☐ suitable zipper weight and colour
- ☐ suitable closure for fabric and garment style
- ☐ securely machine stitched to seam edges
- ☐ inconspicuous hand prick stitch correctly made in matching thread
- ☐ secure prick stitch correctly made in matching thread
- ☐ no machine stitches visible on right side
- ☐ lays flat
- ☐ neat appearance
- ☐ evenly attached the entire seam length
- ☐ no raw edges exposed



Name: \_\_\_\_\_

<b>Decorative Detail</b>	<b>Design/Drafting (continued)</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> neat, attractive</li> <li><input type="checkbox"/> correctly made</li> <li><input type="checkbox"/> suitable to fabric and project</li> <li><input type="checkbox"/> enhances project</li> <li><input type="checkbox"/> appropriate tension</li> <li><input type="checkbox"/> durable</li> <li><input type="checkbox"/> seams secured and thread tails clipped</li> </ul>	<ul style="list-style-type: none"> <li>• fashion illustration/technical impression/ creating a fashion line/rendering colour and fabric</li> <li><input type="checkbox"/> sketches technical drawings which incorporates construction details of design</li> <li><input type="checkbox"/> creates impressionistic drawings that project visual messages</li> <li><input type="checkbox"/> creates various fashion illustrations for fashion line</li> <li><input type="checkbox"/> rendering of fabric</li> <li><input type="checkbox"/> rendering of colour</li> <li><input type="checkbox"/> neatly drawn</li> <li><input type="checkbox"/> line quality</li> <li><input type="checkbox"/> attractive, neat</li> <li><input type="checkbox"/> creative presentation</li> </ul>
<b>Design/Drafting</b>	<b>Hem Treatment</b>
<ul style="list-style-type: none"> <li>• computer drafted patterns: upper torso</li> <li><input type="checkbox"/> accurate</li> <li><input type="checkbox"/> pattern shape reflects design concept</li> <li><input type="checkbox"/> clean corners</li> <li><input type="checkbox"/> correct line type</li> <li><input type="checkbox"/> smooth arcs and curves</li> <li><input type="checkbox"/> incorporated appropriate symbols</li> <li><input type="checkbox"/> incorporated essential pattern identification</li> <li><input type="checkbox"/> incorporated essential cutting and layout information</li> <li><input type="checkbox"/> nest of sizes is correctly graded</li> <li><input type="checkbox"/> layout is efficient</li> <li><input type="checkbox"/> fabric measurement is calculated correctly</li> <li><input type="checkbox"/> pattern plotted to correct size</li> <li>• hand drafted patterns: upper torso</li> <li><input type="checkbox"/> accurate</li> <li><input type="checkbox"/> pattern shape reflects design concept</li> <li><input type="checkbox"/> clean corners and correct lines</li> <li><input type="checkbox"/> incorporated appropriate symbols</li> <li><input type="checkbox"/> incorporated essential pattern identification</li> <li><input type="checkbox"/> incorporated essential cutting and layout information</li> <li><input type="checkbox"/> layout efficiently planned</li> <li><input type="checkbox"/> fabric measurement correctly calculated</li> </ul>	<ul style="list-style-type: none"> <li>• faced/false/scalloped/horsehair braid</li> <li><input type="checkbox"/> suitable fabric or horsehair braid used</li> <li><input type="checkbox"/> enclosed seams layered and clipped if curved</li> <li><input type="checkbox"/> understitched to keep hem fabric on wrong side</li> <li><input type="checkbox"/> pressed well</li> <li><input type="checkbox"/> hem stitched correctly and neatly</li> <li><input type="checkbox"/> appropriate thread choice</li> <li><input type="checkbox"/> smooth flat hem edge</li> <li><input type="checkbox"/> if scalloped, curves are symmetrical and even</li> <li><input type="checkbox"/> inconspicuous on right side</li> <li>• interfaced hem/soft padded                         <ul style="list-style-type: none"> <li><input type="checkbox"/> complements outer fabric in weight, method of application, colour and care</li> <li><input type="checkbox"/> does not show through to right side</li> <li><input type="checkbox"/> adds body, support or a cushion for hand stitching</li> </ul> </li> </ul>



Name: \_\_\_\_\_

**Hem Treatment (continued)**

- interfaced hem/soft padded (continued)
  - ☐ appropriately attached to hem edge
  - ☐ pressed well
  - ☐ hem stitched correctly and neatly
  - ☐ appropriate thread choice
- fishline rolled serged edge
  - ☐ appropriate for fabric type and garment design
  - ☐ fishline totally enclosed
  - ☐ correct method of application
  - ☐ secure and inconspicuous joining
  - ☐ smooth well covered edge
  - ☐ free from puckers and skipped/broken stitches
  - ☐ correct stitch length and width
  - ☐ neat, attractive, enhances appearance
- bound
  - ☐ raw edge totally enclosed
  - ☐ even in width, equally visible on wrong and right side
  - ☐ appropriate for fabric type and garment design
  - ☐ neatly applied catching both sides of binding to raw edge of garment
  - ☐ correct method of application
  - ☐ narrow
  - ☐ not bulky
- bias, circular
  - ☐ hem line parallel to floor during wear
  - ☐ narrow, even hem depth
  - ☐ flat and smooth with no ripples or stretch
  - ☐ excess bulk eliminated by basting and careful distribution of excess fabric
  - ☐ appropriate for garment fabric and style
  - ☐ evenly stitched with appropriate thread and stitch length

**Hem Treatment (continued)**

- jump hem
  - ☐ 2 cm ease added to hem length for comfort and movement
  - ☐ neat inconspicuous attachment to garment
  - ☐ no show of lining from the right side

**Hemming Stitch**

- tailored/taped/glue/french tack
  - ☐ appropriate technique for fabric and garment style
  - ☐ correct method of application
  - ☐ inconspicuous on right side
  - ☐ neat appearance on wrong side

**Neckline Treatment**

- 4 point closure/lapel
  - ☐ all four seams meet at the same place
  - ☐ seam allowances are trimmed to eliminate bulk
  - ☐ well pressed with seam on edge
  - ☐ appropriate technique for fabric and garment style
  - ☐ correct method of application
  - ☐ flat, neat appearance
- taping
  - ☐ correctly placed on roll line of collar and lapel
  - ☐ correctly whip stitched to interfacing
  - ☐ correctly placed on seam edges
  - ☐ flat, with no overlapping at corners
- pad stitch
  - ☐ correct hand stitch varying the length depending on required shaping
  - ☐ catching interfacing and one thread of fabric for an inconspicuous joining
  - ☐ thread matches fabric in colour

Name: \_\_\_\_\_

**Neckline Treatment (continued)**

- lapel/tailored collar
  - ☐ attractive corners
  - ☐ correct molding (shaping)
  - ☐ layered, clipped and under stitched
  - ☐ correctly pressed to set the shape
  - ☐ accurately joined so seams meet at inside corner of collar/lapel
- reverse understitching
  - ☐ holds seams on two front edges to inside of garment
  - ☐ thread matches fabric
  - ☐ grading/clipping done before understitching
  - ☐ straight, even and sewn close to seam
  - ☐ secure at ends
  - ☐ pressed flat
  - ☐ begins where lapel rolls and ends at hem
- piped
  - ☐ attached correctly in seam
  - ☐ evenly attached for the entire seam length
  - ☐ no raw edges exposed
  - ☐ joinings made correctly
  - ☐ lays smoothly with no puckers
  - ☐ coordinates with fabric type and colour
  - ☐ enhances project
  - ☐ neat appearance
- scalloped, asymmetrical
  - ☐ lining or facing lays smoothly on wrong side with no puckers or ripples
  - ☐ lining or facing understitched
  - ☐ inside seam allowances trimmed, clipped and graded
  - ☐ neckline interfaced
  - ☐ smooth flat neckline with desired shape
  - ☐ threads are clipped
  - ☐ well pressed

**Pocket**

- trouser, single welt, double welt, triangular, circular
  - ☐ functional pocket located in place for use
  - ☐ pocket depth and opening large enough to insert hand
  - ☐ cut on grain matching fabric design in garment
  - ☐ if cut on bias, stabilized using interfacing
  - ☐ pocket location on garment interfaced
  - ☐ straight even stitching when attaching welt fabric
  - ☐ carefully clipped to seam ends to prevent holes and puckers
  - ☐ fabric triangles securely stitched to prevent holes
  - ☐ fold of single welt lays smooth against seam line
  - ☐ folds of double and triangular welts meet at centre of opening
  - ☐ folds of circular welt placed in attractive position, with welts meeting
  - ☐ chosen pocket enhances garment fabric and style
- correct application
  - ☐ appropriate technique for fabric type
  - ☐ fashion fabric applied to pocket lining directly beneath opening to prevent a show of lining
  - ☐ lining fits pocket
  - ☐ lining fabric complements fashion fabric in weight, colour and care
  - ☐ finished lining seam allowances
  - ☐ pressed flat with no imprinting
  - ☐ neat and appropriate appearance
  - ☐ neat with no hanging threads
  - ☐ no seam lines from previous assembly steps

Name: \_\_\_\_\_

**Pocket (continued)**

- welt flap
  - ☐ interfaced
  - ☐ cut on grain and matching fabric design in garment
  - ☐ if cut on bias stabilized to prevent distortion
  - ☐ enclosed seam allowances graded
  - ☐ same length as welt
  - ☐ completely covers the opening
  - ☐ lays flat
  - ☐ if top stitched, straight, even stitching
  - ☐ pressed flat
  - ☐ paired flaps identical in appearance
  - ☐ correct application
- bellows
  - ☐ attractively placed on garment
  - ☐ pocket length and depth large enough for hand insertion
  - ☐ cut on grain with fabric designs matched
  - ☐ side piece even in width
  - ☐ corners true
  - ☐ no exposed raw edges
  - ☐ enclosed seams graded
  - ☐ smooth and symmetrical curves
  - ☐ even straight top stitching with complementary thread colour, appropriate stitch length and balanced tension
  - ☐ top stitching appearance identical to other top stitching in garment
  - ☐ paired pockets identical in appearance
  - ☐ reinforced at top edges
  - ☐ free from hanging threads
  - ☐ well pressed
  - ☐ buttons/decorations neatly applied

**Seam**

- bias cut
  - ☐ smooth seam free from ripples and diagonal wrinkles
  - ☐ flat with no sewn in tucks
  - ☐ evenly stitched seam
  - ☐ stitched with correct stitch length
  - ☐ pressed
  - ☐ threads removed
  - ☐ appropriate for fabric, seam position and care requirements
- slot
  - ☐ suitable to fabric, garment, location and care
  - ☐ enhances garment
  - ☐ even parallel stitching and folds
  - ☐ top stitched with complementary thread colour, appropriate stitch length and balanced tension
  - ☐ top stitching appearance identical to other top stitching in garment
  - ☐ smooth and flat
  - ☐ underlay even in width
  - ☐ underlay complements fashion fabric
  - ☐ finished seam allowances
- corded
  - ☐ correct assembly of cording
  - ☐ cord thickness complements garment and fabric
  - ☐ correctly sewn in seam
  - ☐ even amount of cord obvious on right side
  - ☐ no raw edges exposed
  - ☐ joinings made correctly
  - ☐ lays smoothly with no puckers
  - ☐ coordinates with fabric type and colour
  - ☐ enhances project
  - ☐ neat appearance

Name: \_\_\_\_\_

**Shaping Device**

- single thread dart
  - ☐ stitched from point to end
  - ☐ correct sewing machine set up
  - ☐ stitch length appropriate to fabric
  - ☐ thread matches fabric type and colour
  - ☐ free from dimples or bubbles
  - ☐ matching darts at dart end are identical
- staying seams with tape, reinforcement, boning
  - ☐ seam allowances pressed open with tape or ribbon stitched neatly to each side
  - ☐ tape correctly and neatly sewn in seam
  - ☐ adds strength or shaping to seam
  - ☐ boning positioned and shaped correctly in garment
  - ☐ seam allowances finished before tape or boning is added
  - ☐ seam on right side smooth with no evidence of tape reinforcement nor boning
- lingerie strap guards
  - ☐ neatly hand stitched to underside of shoulder seam
  - ☐ socket part of snap sewn to seam
  - ☐ ball part of snap attached to thread chain or seam tape anchored to shoulder seam 3–4 cm away
  - ☐ located in correct position to be functional
  - ☐ no evidence of guard on right side of garment
  - ☐ matching thread colour
  - ☐ neat appearance
- weights, flat, circular, leaded, chain
  - ☐ suitable kind, weight and size for fabric
  - ☐ enclosed in hem
  - ☐ not visible on right side
  - ☐ easily removed for cleaning of garment

**Shaping Device (continued)**

- sleeve head
  - ☐ made of soft fabric
  - ☐ folded, centred and neatly hand stitched to sleeve cap
  - ☐ supports and rounds out sleeve cap
- shoulder pads
  - ☐ constructed of suitable material such as fleece
  - ☐ thickness determined by purpose, garment, individual body shape and preference
  - ☐ fleece layers cut in graduated layers
  - ☐ fleece layers loosely hand basted together
  - ☐ shaped by steam pressing over a hem
  - ☐ placed under shoulder seam with longer side to back and straight edge extending
- 5–8 cm into sleeve:
  - ☐ hand stitched to shoulder and upper sleeve seam
  - ☐ enhances appearance of garment of shoulder and sleeve
  - ☐ no evidence on right side of a should pad
  - ☐ smooth rounded appearance

**Sleeve Treatment**

- tailored sleeve placket/vented sleeve
  - ☐ suitable for fabric and garment design
  - ☐ stitched securely at points and corners with no holes or fraying
  - ☐ smooth flat, neat appearance
  - ☐ overlapped two sides even in length
  - ☐ underlap not visible on finished placket
  - ☐ when closed, vent or placket face outside of arm
  - ☐ finished neatly by inconspicuous hand stitching
  - ☐ neat straight top stitching if done on placket
  - ☐ pressed well
  - ☐ vent interfaced



Name: \_\_\_\_\_

**Sleeve Treatment (continued)**

- shaped sleeve, point extended hem, cut out inset
- ☐ lining or facing lays smoothly on wrong side with no puckers nor ripples
- ☐ layered, clipped if curved and understitched
- ☐ interfaced
- ☐ hem edge is smooth and shaped according to desired look
- ☐ well pressed
- ☐ suitable style for fabric and garment design
- ☐ neat appearance

**Underlying Fabric**

- underlining
- ☐ complements the outer fabric in weight, colour and care
- ☐ fits smoothly and evenly with outer fabric with no pulling or tucking
- ☐ appropriate procedure followed
- ☐ well pressed
- ☐ finished seams
- ☐ threads clipped
- ☐ cut on grain
- ☐ prevents imprinting and hand stitching showing on fashion fabric
- interlining/insulating
- ☐ light weight
- ☐ adds warmth to garment
- ☐ does not feel bulky nor add dimension
- ☐ care requirements similar to other fabrics
- ☐ has extra wearing ease because of added thickness
- ☐ attached correctly
- ☐ not visible from garment exterior nor from lining interior

**Waistline Treatment**

- piped
- ☐ attached correctly in seam
- ☐ evenly attached the entire seam length

**Waistline Treatment (continued)**

- piped (continued)
  - ☐ no exposed raw edges
  - ☐ lays smooth with no puckers
  - ☐ coordinates with the fabric
  - ☐ enhances project
  - ☐ joined correctly
  - ☐ neat appearance
  - ☐ layered seams eliminating bulk
  - ☐ waist seam allowances finished according to fabric type
- grosgrain
  - ☐ if used as facing, pressed with steam to fit waist curve
  - ☐ garment staystitched and layered
  - ☐ grosgrain neatly machine stitched to waist curve
  - ☐ understitched
  - ☐ neatly hand stitched at opening edges
  - ☐ hand tacked at all seams and darts
  - ☐ if used in waistband, topstitched neatly to right side of part which is worn next to body
  - ☐ neatly hand stitched to waist seam enclosing all raw edges
  - ☐ well pressed
  - ☐ neat appearance
- dropped V waist, shaped or bias
  - ☐ waistline edge staystitched
  - ☐ all side seams on upper and lower sections matched
  - ☐ fullness, if present, evenly distributed, sewn with no visible basting on right side
  - ☐ v-waist, if present, in centre of front/back and is clipped and reinforced with stitching
  - ☐ shaped waist, if present, clipped frequently
  - ☐ seam allowances trimmed and finished
  - ☐ seam flat and smooth with no distortion
  - ☐ seam stayed with tape
  - ☐ pressed well
  - ☐ neat appearance



# FASHION STUDIES SUMMARY ASSESSMENT FORM— INTRODUCTORY LEVEL

FASSAF-1

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

DATE:					
Module:	Ready, Set, Sew (FAS103)	Fun With Fashion (FAS104)	Repair and Recycle (FAS105)	Creating Home and Personal Accessories (FAS106)	Creative Yarns (FAS107)
Management					
Teamwork					
Skills and Techniques					

## STANDARD IS 1 IN EACH APPLICABLE AREA.

<p><b>Criteria</b></p> <p><i>The student:</i></p> <p><u>Management:</u></p> <ul style="list-style-type: none"> <li>prepares self for lesson <ul style="list-style-type: none"> <li>organizes work in an orderly manner</li> <li>carries out instructions accurately</li> <li>uses time effectively</li> <li>meets clean-up standards</li> </ul> </li> </ul> <p><u>Teamwork:</u></p> <ul style="list-style-type: none"> <li>cooperative use and sharing of equipment/tools/supplies</li> </ul> <p><u>Skills and Techniques:</u></p> <ul style="list-style-type: none"> <li>fabric knowledge</li> <li>fabric care</li> <li>pattern knowledge (basic measurements/envelope/instruction guide)</li> <li>sewing terms</li> <li>appropriate and safe use of equipment/tools/supplies</li> <li>begin portfolio</li> <li>demonstrate required construction skills/techniques (See Assessment Tool FAS.)</li> </ul>
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<p><b>Rating Scale:</b> (<i>italics are optional</i>)</p> <p><i>The student:</i></p> <p>4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others <i>to contribute team goals</i></p> <p>3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions <i>that enhance team effort</i></p> <p>2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively <i>to achieve team goals</i></p> <p>1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively</i></p> <p>0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.</p>
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<p>Comments:</p>
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# FASHION STUDIES SUMMARY ASSESSMENT FORM— INTERMEDIATE LEVEL

FASSAF-2

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

DATE:																
Module:	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216
Management																
Teamwork																
Skills and Techniques																

## STANDARD IS 2 IN EACH APPLICABLE AREA

### Criteria

*The student:*

#### Management:

- expectations from introductory level
- plans and uses time effectively

#### Teamwork:

- cooperates and assists with peers
- negotiates solutions to problems

#### Skills and Techniques:

- further development of introductory skills/etc.
- introduction of specialized equipment
- demonstrates required construction skills/tech. (see Assessment Tool)
- maintains and develops portfolio

### Rating Scale: (*italics are optional*)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. *Leads others to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. *Works cooperatively to achieve team goals*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Comments:

**FASHION STUDIES SUMMARY ASSESSMENT FORM—ADVANCED LEVEL**
**FASSAF-3**

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

DATE:													
Module:	301	302	303	304	306	307	308	309	314				
Management													
Teamwork													
Skills and Techniques													

**STANDARD IS 3 IN EACH APPLICABLE AREA.**
**Criteria**
*The student:*
**Management:**

- expectations from previous levels
- some self-directed learning
- well-defined skills in resource and time management

**Teamwork:**

- displays leadership skills

**Skills and Techniques:**

- demonstrates flexibility and adaptability as related to construction
- demonstrates advanced skills/techniques
- refines and finalizes portfolio

**Rating Scale:** (*italics are optional*)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others *to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions *that enhance team effort*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. Quality and productivity are reasonably consistent. Works cooperatively *to achieve team goals*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**Comments:**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

**STANDARD IS 1 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics are optional*)**The student:**

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA****The student:****Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- names and explains the function of sewing machine parts
- safely and proficiently uses:
  - ☐ sewing machine
  - ☐ pressing equipment
  - ☐ cutting tools
- returns tools and equipment to storage areas

**Investigative Techniques**

- identifies:
  - ☐ woven fabrics
  - ☐ non-woven fabrics
  - ☐ knit fabrics
  - ☐ care symbols

**Production Skills/Techniques**

- demonstrates a minimum of five of the following skills using a technique (refer to Introductory Skills/Techniques Checklist FASSKT-1):

**Skills**

- ☐ basting
- ☐ bulk reduction
- ☐ closure
- ☐ decorative detail
- ☐ hem treatment
- ☐ neckline treatment
- ☐ pocket
- ☐ seam
- ☐ seam finishing
- ☐ shaping device
- ☐ sleeve treatment
- ☐ waistline treatment
- ☐ other

**Techniques**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ sewing machine
  - ☐ pressing equipment
  - ☐ cutting tools
- returns tools and equipment to storage areas

**Investigative Techniques**

- identifies:
  - ☐ woven fabrics
  - ☐ non-woven fabrics
  - ☐ knit fabrics
  - ☐ care symbols

**Production Skills/Techniques**

- demonstrates a minimum of five of the following skills using a technique (refer to Introductory Skills/Techniques Checklist FASSKT-1):

**Skills**

- ☐ basting
- ☐ bulk reduction
- ☐ closure
- ☐ decorative detail
- ☐ hem treatment
- ☐ neckline treatment
- ☐ pocket
- ☐ seam
- ☐ seam finishing
- ☐ shaping device
- ☐ sleeve treatment
- ☐ waistline treatment
- ☐ other

**Techniques**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

**STANDARD IS 1 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Preparation and Planning**

- sets goals and follows instructions accurately
- adheres to established timelines
- responds to directed questions and follow necessary steps to find answers
- uses time effectively

**Information Gathering and Processing**

- accesses basic in-school/community information sources
- interprets and organizes information in a logical sequence
- records information accurately using correct technical terms
- distinguishes between fact and fiction/opinion/theory
- responds to feedback when current approach is not working

**Information Sharing**

- demonstrates effective use of one or more communication media: e.g., *written, oral, audio-visual*
- communicates information in a logical sequence
- uses correct grammatical convention and technical terms
- cites three or more basic information sources

**Content**

- researches five garments of varying qualities in terms of:
  - ☐ fibre content
  - ☐ fabric construction
  - ☐ garment construction
  - ☐ cost
  - ☐ maintenance
  - ☐ overall appearance

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

**STANDARD IS 1 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Production Skills/Techniques**

- demonstrates a minimum of five of the following repair techniques:

**Skills**

- ☐ fixing a hole
- ☐ repairing a seam
- ☐ attaching fasteners
- ☐ replacing zipper
- ☐ altering fit
- ☐ altering design
- ☐ remodelling
- ☐ embellishment
- ☐ other

**Techniques**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# PRACTICAL LAB EXPERIENCES: CREATING HOME OR PERSONAL ACCESSORIES

FAS106-1

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Planning and Preparation	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

STANDARD IS 1 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics* are optional)

*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

COMMENTS:

## CRITERIA

*The student:*

### Management:

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

### Planning and Preparation

- draws a diagram with required measurements
- determines the required fabric and notions
- chooses a suitable fabric
- prepares fabric for layout and cutting

### Teamwork:

- cooperatively uses and shares equipment/tools/supplies

### Use of Tools and Equipment

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

### Production Skills/Techniques

- demonstrates a minimum of five of the following skills using a (refer to Introductory Skills/Techniques Checklist, FASSKT-1):

#### Skills

- ☐ basting
- ☐ bulk reduction
- ☐ closure
- ☐ decorative detail
- ☐ hem treatment
- ☐ neckline treatment
- ☐ pocket
- ☐ seam
- ☐ seam finishing
- ☐ shaping device
- ☐ sleeve treatment
- ☐ waistline treatment
- ☐ other

#### Techniques

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

**STANDARD IS 1 IN EACH APPLICABLE AREA.****RatingScale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Investigative Techniques**

- researches five yarn or textile arts/crafts in terms of:
  - ☐ supplies
  - ☐ planning
  - ☐ skill complexity
  - ☐ creativity
  - ☐ time

**Production Skills/Techniques**

- demonstrate skill in the following yarn or textile arts/craft(s):
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_



**FASHION PROJECT: CREATIVE YARNS/TEXTILES**
**FAS107-2**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Project:

Project Description:

**Rating Scale:** (*italics are optional*) *The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort*
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**STANDARD IS 1 IN EACH APPLICABLE AREA.**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Pattern</b> selection (appropriate to skill level, size) preparation and alteration	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Fabric and/or Supplies</b> suited to design coordination of materials preparation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Project Preparation</b> proper preparation techniques used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General Assembly Skills/Techniques</b> stitches—correct tension/uniform durable functional detailing—neat, secure, appropriate overall appearance—neat	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Project Specific Skills/Techniques</b> • • • • •	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Portfolio</b> include a photo and/or sample of project						
<b>Comments:</b>						



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Preparation and Planning**

- sets goals and establish steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

**Information Gathering and Processing**

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

**Information Sharing**

- demonstrates effective use of a minimum of two communication media: e.g., *written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites relevant information sources
- includes a visual component of this project in portfolio

**Content**

- defines and illustrates the elements and principles of design
- completes a personal inventory
- applies the elements and principles of design in planning a wardrobe
- analyzes personal expression through a wardrobe plan.

**TECHNICAL CROQUIS: CHECKLIST****FAS202-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Criteria**

The croquis has the following:

**Proportion:**

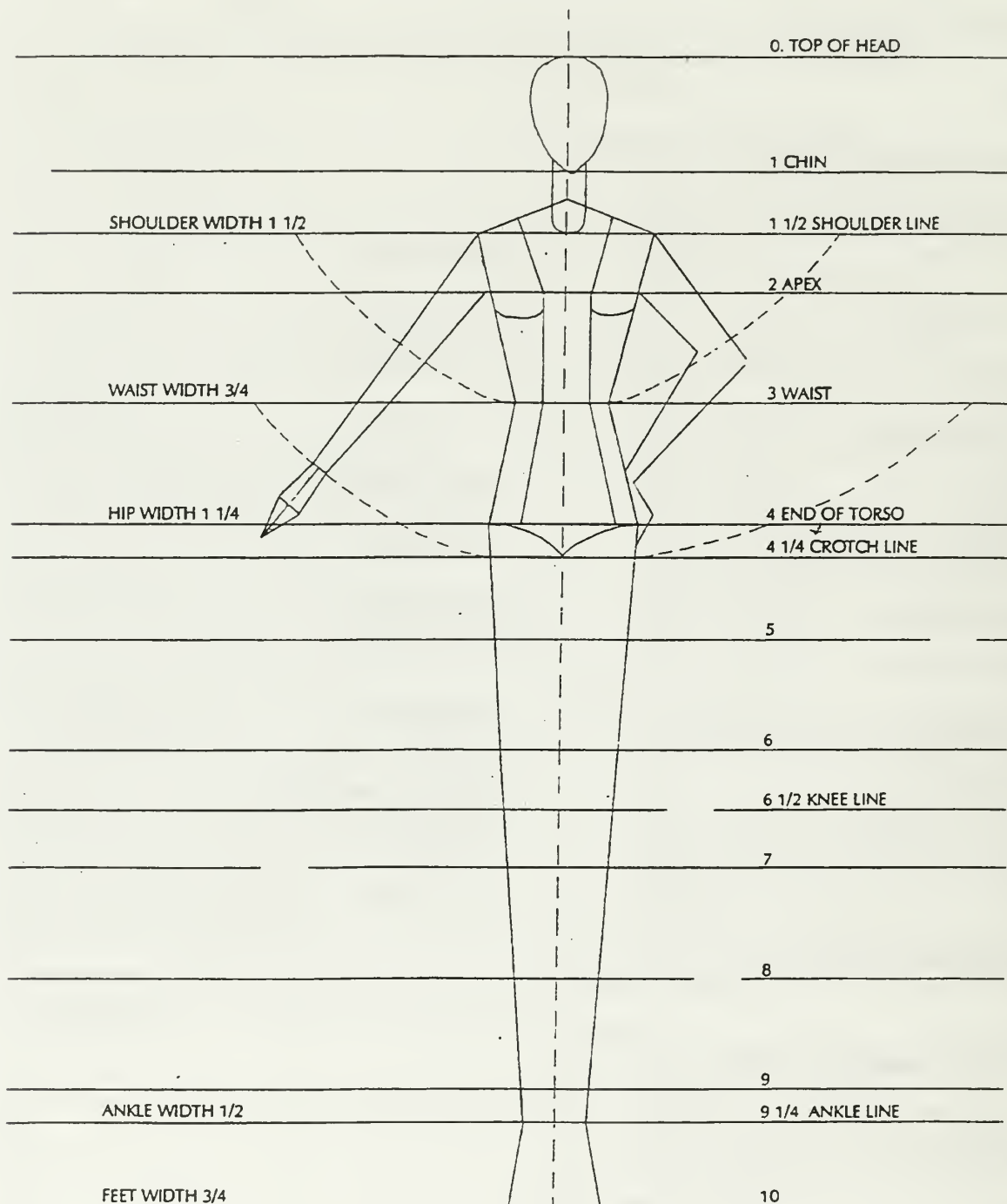
- |  |  |
|--|--|
| <input type="checkbox"/> 10 heads high                 | <input type="checkbox"/> waist width $\frac{3}{4}$ |
| <input type="checkbox"/> 0 – top of head               | <input type="checkbox"/> hip width $1\frac{3}{4}$  |
| <input type="checkbox"/> 1 chin                        | <input type="checkbox"/> ankle width $\frac{1}{2}$ |
| <input type="checkbox"/> $1\frac{1}{2}$ shoulder line  | <input type="checkbox"/> feet width $\frac{3}{4}$  |
| <input type="checkbox"/> 2 apex                        | <input type="checkbox"/> wrist position            |
| <input type="checkbox"/> 3 waist                       | <input type="checkbox"/> bent elbow                |
| <input type="checkbox"/> 4 end of torso                | <input type="checkbox"/> arcs parallel             |
| <input type="checkbox"/> $4\frac{1}{4}$ crotch line    | <input type="checkbox"/> arcs positioned correctly |
| <input type="checkbox"/> $6\frac{1}{2}$ knee line      | <input type="checkbox"/> balance line              |
| <input type="checkbox"/> $9\frac{1}{4}$ ankle line     |  |
| <input type="checkbox"/> head—egg shaped               |  |
| <input type="checkbox"/> hand                          |  |
| <input type="checkbox"/> shoulder width $1\frac{1}{2}$ |  |

**Technical Components**

- |                                       |
|---------------------------------------|
| <input type="checkbox"/> neatness     |
| <input type="checkbox"/> line quality |

**STANDARD: MINIMUM OF 20****COMMENTS:**

# TECHNICAL CROQUIS: ILLUSTRATIVE EXAMPLE



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Criteria**

The rounded croquis has the following:

**Proportion:**

- |  |   |
|--|---|
| <input type="checkbox"/> 10 heads high     | <input type="checkbox"/> 4 end of torso     |
| <input type="checkbox"/> 0 – top of head   | <input type="checkbox"/> 4 ¼ crotch line    |
| <input type="checkbox"/> 1 chin            | <input type="checkbox"/> 6 ½ knee line      |
| <input type="checkbox"/> 1 ½ shoulder line | <input type="checkbox"/> 9 ¼ ankle line     |
| <input type="checkbox"/> 2 apex            | <input type="checkbox"/> shoulder width 1 ½ |
| <input type="checkbox"/> 3 waist           | <input type="checkbox"/> waist width ¾      |
|  | <input type="checkbox"/> hip width 1 ¾      |

**Gesture:**

variation of 2

- |                               |  |
|-------------------------------|--|
| <input type="checkbox"/> head | <input type="checkbox"/> hands         |
| <input type="checkbox"/> arms | <input type="checkbox"/> feet or shoes |
| <input type="checkbox"/> legs | <input type="checkbox"/> hairstyle     |

**Rounding—upper torso**

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| <input type="checkbox"/> upper arm | <input type="checkbox"/> shoulders  |
| <input type="checkbox"/> lower arm | <input type="checkbox"/> bust/chest |
|                                    | <input type="checkbox"/> waist      |

**Rounding—lower torso**

- |                                |                                |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> hip   | <input type="checkbox"/> knee  |
| <input type="checkbox"/> thigh | <input type="checkbox"/> calf  |
|                                | <input type="checkbox"/> ankle |

**STANDARD: MINIMUM OF 20****COMMENTS:**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

## STANDARD IS 2 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

## COMMENTS

## CRITERIA

*The student:***Preparation and Planning**

- sets goals and establish steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

**Information Gathering and Processing**

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

**Information Sharing**

- demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more basic information sources

**Content**

- compiles a collection of three styles for five of the following:
  - dresses
  - skirts
  - pants
  - jackets
  - necklines
  - collars
  - sleeves
  - pockets
- identifies garment styles and design details in the collection
- sketches two fashion illustrations, using a rounded figure, accompanied by a thumbnail sketch of the rendered fabric



# **FRAMEWORK FOR ASSESSING COMPUTER DRAFTED PATTERNS: LOWER TORSO**

**FAS203-1**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Rating Scale:** (*italics are optional*)

### *The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

## **STANDARD IS 2 IN EACH APPLICABLE AREA.**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<i>The student:</i>						
<b>Preparation and Planning</b> researches and generates idea for design records necessary measurements	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Design and Production</b> drafts or imports lower torso sloper accurately manipulates the sloper to product the pattern changes adds details to pattern: <ul style="list-style-type: none"> <li>• seam allowances</li> <li>• pattern symbols</li> <li>• pattern identification</li> <li>• cutting and layout information</li> </ul> produces a sample layout in different widths for maximum efficiency estimates fabric measurement plots pattern to correct scale	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Presentation</b> includes at least 20 of the completed designs (pattern and layout) in smaller scale and included in their portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments:</b>						

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics are optional*)*The student:*

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**COMMENTS:****CRITERIA***The student:***Preparation and Planning**

- sets goals and establish steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and finds answers
- plans and uses time effectively

**Information Gathering and Processing**

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

**Information Sharing**

- demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

**Content**

- reports specific to one period in time on:
  - influences (economic, political, geographic, religious, cultural, technical)
  - description of fashion in this period
  - illustrations
  - analysis of how this period has influenced present-day styles

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Match the following terms with the most appropriate definition.

- |                     |          |  |
|---------------------|----------|--|
| a. draping          | _____ 1. | is the process of correcting a seamline when that seamline has been broken or distorted due to a pattern adjustment. TRUEING is also checking for accuracy and shape between matching seamlines. |
| b. drafting         |          |  |
| c. flat pattern     | _____ 2. | is the length and width added to a body measurement to allow for movement in a garment or to give a design shape.  |
| d. sloper           |          |  |
| e. grading          | _____ 3. | increasing or decreasing a sample size pattern according to the standard body measurement.   |
| f. on the cross     | _____ 4. | it consists of five pieces. These are bodice front, bodice back, skirt or pants front, skirt or pants back and fitted sleeve.  |
| g. slash            |          |  |
| h. trueing          | _____ 5. | starts with body measurements. Using these measurements a basic pattern is drafted on paper using prescribed methods. Most commercial drafting is done on computers using very large printers.   |
| i. ease             |          |  |
| j. crossmark        | _____ 6. | is to draw a second line at 90 degrees or right angles to any given line.  |
| k. to square a line |          |  |

Answers:

- |          |           |
|----------|-----------|
| 1. (h.)  |           |
| 2. (i.)  |           |
| 3. (e.)  | _____ 8.  |
| 4. (d.)  |           |
| 5. (b.)  | _____ 9.  |
| 6. (k.)  |           |
| 7. (j.)  |           |
| 8. (g.)  |           |
| 9. (a.)  | _____ 10. |
| 10. (c.) |           |

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

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**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Investigative Techniques**

- identifies:
  - ☐ four basic weaves
  - ☐ four fabric finishes
  - ☐ \_\_\_\_\_

**Production Skills/Techniques**

- demonstrates a minimum of five of the Intermediate skills/techniques:
  - ☐ Closure • \_\_\_\_\_
  - ☐ Decorative Detail • \_\_\_\_\_
  - ☐ Design/Drafting • \_\_\_\_\_
  - ☐ Hem Treatment • \_\_\_\_\_
  - ☐ Hemming Stitch • \_\_\_\_\_
  - ☐ Marking Technique • \_\_\_\_\_
  - ☐ Neckline Treatment • \_\_\_\_\_
  - ☐ Pocket • \_\_\_\_\_
  - ☐ Seam • \_\_\_\_\_
  - ☐ Sleeve Treatment • \_\_\_\_\_
  - ☐ Underlying Fabric • \_\_\_\_\_
  - ☐ Waistline Treatment • \_\_\_\_\_
  - ☐ Other • \_\_\_\_\_



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

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**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies
- \_\_\_\_\_

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Investigative Techniques**

- researches three activewear fabrics and compares:
  - ☐ use
  - ☐ comfort
  - ☐ protection
  - ☐ care
  - ☐ cost

**Production Skills/Techniques**

- demonstrates a minimum of five of the Intermediate skills/techniques:

- ☐ Closure • \_\_\_\_\_
- ☐ Decorative Detail • \_\_\_\_\_
- ☐ Design/Drafting • \_\_\_\_\_
- ☐ Hem Treatment • \_\_\_\_\_
- ☐ Hemming Stitch • \_\_\_\_\_
- ☐ Marking Technique • \_\_\_\_\_
- ☐ Neckline Treatment • \_\_\_\_\_
- ☐ Pocket • \_\_\_\_\_
- ☐ Seam • \_\_\_\_\_
- ☐ Sleeve Treatment • \_\_\_\_\_
- ☐ Underlying Fabric • \_\_\_\_\_
- ☐ Waistline Treatment • \_\_\_\_\_
- ☐ Other • \_\_\_\_\_



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics* are optional)*The student:*

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Preparation and Planning**

- sets goals and describes steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant in-school/community resources
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- plans and uses time effectively
- gathers and responds to feedback regarding approach to task and project status

**Information Gathering and Processing**

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

**Information Sharing**

- demonstrates effective use of two or more communication media: e.g., *written, oral, audio-visual*
- communicates ideas in a logical sequence with sufficient supporting detail
- maintains acceptable grammatical and technical standards
- cites five or more relevant information sources

**Content**

- Reports and Presents on a specialty fabric chosen from this list: border or large print, bottom weight denim, corduroy, diagonal design, lustrous, melton, one-way stretch, plaid, quilted fabric, slippery, stripe, tapestry, two-way stretch, velveteen, vinyl. The report will include:
  - characteristics of specialty fabrics
  - techniques involved in choosing patterns, lining, interfacing and notions
  - techniques involved in preparation and sewing the fabric
  - care requirements

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics are optional*)*The student:*

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**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Investigative Techniques**

- researches the following specialty fabric:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_

**Production Skills/Techniques**

- demonstrates a minimum of five of the Intermediate skills/techniques:
  - Closure • \_\_\_\_\_
  - ☐ Decorative Detail • \_\_\_\_\_
  - ☐ Design/Drafting • \_\_\_\_\_
  - ☐ Hem Treatment • \_\_\_\_\_
  - ☐ Hemming Stitch • \_\_\_\_\_
  - ☐ Marking Technique • \_\_\_\_\_
  - ☐ Neckline Treatment • \_\_\_\_\_
  - ☐ Pocket • \_\_\_\_\_
  - ☐ Seam • \_\_\_\_\_
  - ☐ Sleeve Treatment • \_\_\_\_\_
  - ☐ Underlying Fabric • \_\_\_\_\_
  - ☐ Waistline Treatment • \_\_\_\_\_
  - ☐ Other • \_\_\_\_\_

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics* are optional)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Research Components**

- Defines the task
- Seeks and gathers various sources of information
- Organizes information in a logical manner
- Analyzes information
- Extracts the appropriate information from identified resources/materials to produce new information
- Communicates the process involved in preparing the plan
- Predicts the probability that the suggested outcomes or consequences of the plan were to occur
- Makes a judgement on the feasibility of the venture plan

**Technical Components**

- Legible
- Free of spelling/proof-reading errors
- Correct grammar/communication style
- Professional appearance/appropriate format
- Appropriate use of white space
- Page headings
- Line spacing
- Document free of smudges and wrinkles

**Content**

A minimum of five of the following are included:

- client needs
  - client project request/special considerations
  - measurements
- fabric/design detail identified
- cost
- time lines
  - 1<sup>st</sup> fitting
  - 2<sup>nd</sup> fitting if required
  - final fit
  - completion date
- identify skills and techniques
- identify resources necessary



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/ Techniques	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Investigative Techniques**

- ☐ consultation with client
- ☐ fabric information
- ☐ career choice – client charge

**Production Skills/Techniques**

- demonstrates a minimum of five of the Intermediate skills/techniques:

- |  |   |       |
|--|---|-------|
| Closure                                      | • | _____ |
| <input type="checkbox"/> Decorative Detail   | • | _____ |
| <input type="checkbox"/> Design/Drafting     | • | _____ |
| <input type="checkbox"/> Hem Treatment       | • | _____ |
| <input type="checkbox"/> Hemming Stitch      | • | _____ |
| <input type="checkbox"/> Marking Technique   | • | _____ |
| <input type="checkbox"/> Neckline Treatment  | • | _____ |
| <input type="checkbox"/> Pocket              | • | _____ |
| <input type="checkbox"/> Seam                | • | _____ |
| <input type="checkbox"/> Sleeve Treatment    | • | _____ |
| <input type="checkbox"/> Underlying Fabric   | • | _____ |
| <input type="checkbox"/> Waistline Treatment | • | _____ |
| <input type="checkbox"/> Other               | • | _____ |

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Task	Date	Amount of Time
<input type="checkbox"/> consulting with client	_____	_____
<input type="checkbox"/> shopping for materials	_____	_____
<input type="checkbox"/> preparation of materials	_____	_____
<input type="checkbox"/> measuring	_____	_____
<input type="checkbox"/> fitting—1 <sup>st</sup>	_____	_____
<input type="checkbox"/> fitting—2 <sup>nd</sup>	_____	_____
<input type="checkbox"/> fitting—final	_____	_____

Cost—as it relates to Module and/or Career Choice		
<input type="checkbox"/> hidden	_____	_____
<input type="checkbox"/> actual	_____	_____
<input type="checkbox"/> labour cost	_____	_____
<input type="checkbox"/> mark up	_____	_____
<input type="checkbox"/> final cost	_____	_____

Project Assessment		
<input type="checkbox"/> student analysis of project	_____	_____
– comparison to project proposed	_____	_____
– problems encountered	_____	_____
– decisions made	_____	_____
<input type="checkbox"/> client assessment	_____	_____



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/ Techniques	4	3	2	1	0	N/A

STANDARD IS 2 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics are optional*)*The student:*

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**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

• \_\_\_\_\_

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:

☐ \_\_\_\_\_  
☐ \_\_\_\_\_  
☐ \_\_\_\_\_

- returns tools and equipment to storage areas

**Investigative Techniques**
☐ \_\_\_\_\_  
☐ \_\_\_\_\_  
☐ \_\_\_\_\_
**Production Skills/Techniques**

- demonstrates a minimum of five of the Intermediate skills/techniques:

Closure	•	_____
<input type="checkbox"/> Decorative Detail	•	_____
<input type="checkbox"/> Design/Drafting	•	_____
<input type="checkbox"/> Hem Treatment	•	_____
<input type="checkbox"/> Hemming Stitch	•	_____
<input type="checkbox"/> Marking Technique	•	_____
<input type="checkbox"/> Neckline Treatment	•	_____
<input type="checkbox"/> Pocket	•	_____
<input type="checkbox"/> Seam	•	_____
<input type="checkbox"/> Sleeve Treatment	•	_____
<input type="checkbox"/> Underlying Fabric	•	_____
<input type="checkbox"/> Waistline Treatment	•	_____
<input type="checkbox"/> Other	•	_____

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Design Techniques	4	3	2	1	0	N/A
Embellishment Skills/Techniques	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- returns tools and equipment to storage areas

**Design Techniques**

- experiments with existing designs
- creates unique designs

**Embellishment Skills/Techniques**

- demonstrates a minimum of five of the Intermediate skills/techniques:

- |  |   |       |
|--|---|-------|
| Closure                                      | • | _____ |
| <input type="checkbox"/> Decorative Detail   | • | _____ |
| <input type="checkbox"/> Design/Drafting     | • | _____ |
| <input type="checkbox"/> Hem Treatment       | • | _____ |
| <input type="checkbox"/> Hemming Stitch      | • | _____ |
| <input type="checkbox"/> Marking Technique   | • | _____ |
| <input type="checkbox"/> Neckline Treatment  | • | _____ |
| <input type="checkbox"/> Pocket              | • | _____ |
| <input type="checkbox"/> Seam                | • | _____ |
| <input type="checkbox"/> Sleeve Treatment    | • | _____ |
| <input type="checkbox"/> Underlying Fabric   | • | _____ |
| <input type="checkbox"/> Waistline Treatment | • | _____ |
| <input type="checkbox"/> Other               | • | _____ |

**FASHION PROJECT: SURFACE EMBELLISHMENT**
**FAS212-2**

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Project:

Project Description:

**Rating Scale:** (*italics are optional*) *The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort*
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**THE STANDARD IS 2 IN EACH APPLICABLE AREA.**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Pattern</b> selection (appropriate to embellishment technique and intended use)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fabric</b> suited to design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
coordination of fabric, lining, trim, notions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
durable and compatible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cost of project calculated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Project Layout</b> grainlines correctly placed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
proper layout techniques used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
marking does not show on right side of fabric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General Assembly Techniques</b> machine stitching—Appropriate stitch length is used, stitching is straight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seams—Appropriate stitch length proper width, pressed flat and smooth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seam finishes—Proper finish for fabric, neatly done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
closures—appropriate, properly placed and assembled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
facings—bulk graded, clipped, pressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hems—smooth, correct width and technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
detailing—neat, secure, appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
overall appearance—neat, pressed finishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
fit—proper fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Project Specific Skills/Techniques</b> (a minimum of four embellishment techniques not previously demonstrated in a project)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Portfolio</b> include a photo and/or sample of embellishment technique and/or project						

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

**1. Fill in the blanks with the term that describes the definition.**

- a. \_\_\_\_\_ population studies that divide broad groups of consumers into smaller, more homogeneous target segments.
- b. \_\_\_\_\_ studies that develop fuller, more personal portraits of potential customers and their lifestyles. Psychographic studies more fully predict consumer purchase patterns and distinguish users of a product.
- c. \_\_\_\_\_ the money that an individual or family can spend or save after buying necessities—food, clothing, shelter and basic transportation.
- d. \_\_\_\_\_ the separating of the total consumer market into smaller groups.
- e. \_\_\_\_\_ specific groups of potential customers that a business is attempting to turn into regular customers.

**ANSWERS**

- a. demographics
- b. psychographics
- c. discretionary income
- d. market segmentation
- e. target market



**2. Match the following terms with the best definition.**

- |                                |       |   |
|--------------------------------|-------|---|
| a. Discount Stores             | _____ | 1. this is shopping through TV or a computer  |
| b. Factory Outlet Stores       | _____ | 2. huge supermarkets combined supermarket-discount stores that are sometimes described as malls without walls                                     |
| c. Showcase Store              | _____ | 3. a designer or wholesaler sells the rights to market his goods  |
| d. Mail Order Retailers        | _____ | 4. carries limited lines of apparel, accessories or home furnishings  |
| e. Electronic or Home Shopping | _____ | 5. a discount operation run by a manufacturer or a designer   |
| f. Supermarkets                | _____ | 6. small individually owned shops. They are often owned by highly creative people.  |
| g. Franchises                  | _____ | 7. sells general lines of merchandise   |
| h. Boutiques                   | _____ | 8. direct mail ordering   |
| i. Department Stores           | _____ | 9. a factory outlet that sells merchandise at the introductory and early stages of the fashion cycles. They are testing grounds for new products. |
| j. Specialty Stores            | _____ | 10. sell merchandise in the late peak and decline stages of the fashion scale.  |

**ANSWERS**

- |       |       |
|-------|-------|
| 1. e  | 6. b  |
| 2. f  | 7. i  |
| 3. g  | 8. d  |
| 4. j  | 9. c  |
| 5. b. | 10. a |



**3. Select the best answer to complete each of the following.**

- a. In order to better target their customers, retailers establish:
  - 1. merchandising policies
  - 2. fashion cycles
  - 3. narrow assortments
  - 4. all of the above
- b. All of the following are elements of a store's merchandising policies except:
  - 1. the level of customer service
  - 2. the level of quality
  - 3. the level of customer service
  - 4. the stage of the fashion cycle to be emphasized
- c. A fashion cycle is:
  - 1. rotating your wardrobe for different seasons
  - 2. wearing clothes from a previous era
  - 3. the rise, wide spread popularity and then decline in acceptance of a style
  - 4. a short-lived fashion.
- d. A name, trademark or logo that is used to identify the products of a specific manufacturer or seller.
  - 1. brand
  - 2. hang tag
  - 3. label
  - 4. None of the above.
- e. Which of the following is a false statement?
  - 1. Price does not ensure quality
  - 2. price range refers to that range of stock a retailer features
  - 3. An example of a department store is Eaton's
  - 4. All of the above are false.

**ANSWERS**

- a. 1
- b. 3
- c. 3
- d. 1
- e. 2

**TEXTILE RESEARCH**
**FAS214-2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

						RATING SCALE				
	1. _____	2. _____	3. _____	4. _____	5. _____	4	3	2	1	0
FABRIC/TEXTILE (sample if possible)										
FIBRE CONTENT (natural, man-made, blend)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COST (reasonable, moderate, expensive)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMFORT (absorbency, skin comfort, static buildup, soft, crisp, harsh, silky)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESILIENCY (ability of a fabric to spring back into shape after being creased, twisted; i.e., wrinkle recovery)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DURABILITY (pilling, snagging, strength)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CARE (dryclean only, washable, bleachable, iron/press—temperature)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRINCIPLE USES (apparel, home decor, accessories, etc.)						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**STANDARD IS 2 IN EACH APPLICABLE AREA.**

<p><b>Rating Scale:</b> (<i>italics are optional</i>)</p> <p><i>The student:</i></p> <p>4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.</i></p> <p>3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.</i></p> <p>2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.</i></p> <p>1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Quality and productivity are reasonably consistent. Works cooperatively.</i></p>
---

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
TOTAL	4	3	2	1	0	N/A

**STANDARD IS 2 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics* are optional)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**CRITERIA***The student:***Preparation and Planning**

- sets goals and establishes steps to achieve them
- creates and adheres to useful timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively

**CRITERIA** (continued)**Information Gathering and Processing**

- accesses a range of relevant in-school/community resources
- uses a range of information-gathering techniques
- interprets, organizes and combines information into a logical sequence
- records information accurately with appropriate supporting detail and using correct technical terms
- determines accuracy/currency/reliability of information sources
- gathers and responds to feedback regarding approach to the task

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriate among group members
- negotiates solutions to problems

**Content**

- describes the target market in terms of:
  - ☐ demographics
    - age - income
    - sex - family status
  - ☐ type of retail outlet
    - department - specialty
    - boutique - chain store
    - discount - other
  - ☐ merchandising policies
    - fashion cycle - depth and breadth of emphasis assortments
    - quality - brand policies
    - price ranges - exclusivity
  - ☐ psychographics
    - interests - attitudes
    - personality - belief system
  - ☐ type of merchandise
    - general - accessories
    - formal/bridal - lingerie
    - sportswear - other
- defines and provides examples of the following auxiliary services
  - ☐ fashion magazines
  - ☐ trade publications
  - ☐ broadcast Media

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

## STANDARD IS 2 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics* are optional)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

## COMMENTS:

## CRITERIA

*The student:***Research Components**

- defines the task
- seeks and gathers various sources of information
- organizes information in a logical manner
- analyzes information
- extracts the appropriate information from identified resources/materials to produce new information
- communicates the process involved in preparing the plan
- predicts the probability that the suggested outcomes or consequences of the plan were to occur
- makes a judgement on the feasibility of the venture plan

**Technical Components**

- legible
- free of spelling/proof-reading errors
- correct grammar/communication style
- professional appearance/appropriate format
- appropriate use of white space
- page headings
- line spacing
- document free of smudges and wrinkles

**Content**

- project description
- cost projection
  - to re-upholster
  - to purchase
  - to have professionally upholstered
- fabric notions and tools required
- time estimate
- identify skills, resources and techniques necessary



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/ Techniques	4	3	2	1	0	N/A

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**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/ tools/supplies

**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Production Skills/Techniques**

- demonstrates the following four upholstery techniques:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Research Components	4	3	2	1	0	N/A
Technical Components	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

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- professional appearance/appropriate format
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- page headings
- line spacing
- document free of smudges and wrinkles

**Content**

- terms related to specific accessory
- description of project
- description of customer and target market
- size of potential market
- competition
- suppliers
- pricing strategy
- marketing strategy
- promotion strategy
- external opportunities and challenges
- identify skills and techniques

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
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Production Skills/Techniques	4	3	2	1	0	N/A

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**Teamwork:**

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**Use of Tools and Equipment**

- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Investigative Techniques**

- ☐ identifies accessory industries
- ☐ explores sources of inspiration
- ☐ \_\_\_\_\_

**Production Skills/Techniques**

- demonstrates a minimum of five of the Intermediate skills/techniques:
  - ☐ Closure • \_\_\_\_\_
  - ☐ Decorative Detail • \_\_\_\_\_
  - ☐ Design/Drafting • \_\_\_\_\_
  - ☐ Hem Treatment • \_\_\_\_\_
  - ☐ Hemming Stitch • \_\_\_\_\_
  - ☐ Marking Technique • \_\_\_\_\_
  - ☐ Neckline Treatment • \_\_\_\_\_
  - ☐ Pocket • \_\_\_\_\_
  - ☐ Seam • \_\_\_\_\_
  - ☐ Sleeve Treatment • \_\_\_\_\_
  - ☐ Underlying Fabric • \_\_\_\_\_
  - ☐ Waistline Treatment • \_\_\_\_\_
  - ☐ Other • \_\_\_\_\_

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

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**STANDARD IS 3 IN EACH APPLICABLE AREA**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Research of Fashion Trends</b> minimum of five pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Croquis Proportion accurate (if included)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Technical Components</b> silhouette, front view, back view	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
proportions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hang of fabric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Garment Details (according to specific garment)</b>						
seamlines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
darts, gathers, pleats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hemline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
neckline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
collar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sleeve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
closures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pockets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
embellishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
top stitching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Rendering (if included)</b>						
shading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use of colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accurate representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Fashion Presentation</b>						
neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
line quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Date: \_\_\_\_\_

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**STANDARD IS 3 IN EACH APPLICABLE AREA**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Research of Fashion Trends</b> minimum of five pictures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Impression</b> croquis effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mood created	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
silhouette strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fashion Presentation</b> colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rendering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
line	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Accessories</b> hat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
scarf	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
jewellery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gloves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
footwear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Neatness</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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	4	3	2	1	0	N/A
<b>Minimum of Five Illustrations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Consistency</b>						
target market clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
texture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Technical</b>						
croquis proportion accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
silhouette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
proportions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hang of fabric	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
garment details clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Impressionistic</b>						
croquis effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
silhouette strong	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accessories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Fashion Presentation</b>						
colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rendering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Marketing (if included)</b>						
company name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
logo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
business card	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<i>The student:</i>						
<b>Preparation and Planning</b>						
researches and generates idea for design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
records necessary measurements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Design and Production</b>						
drafts or imports upper torso and sleeve sloper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
accurately manipulates the sloper to produce the pattern changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adds details to pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• seam allowances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• pattern symbols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• pattern identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• cutting and layout information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
creates a graded nest of sizes for at least one of the completed patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
produces a sample layout in different widths for maximum efficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
estimates fabric requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
patterns plotted to correct scale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Presentation</b>						
at least 20 of the completed designs (pattern, graded nest and layout) in smaller scale are included in their portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

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**STANDARD IS 3 IN EACH APPLICABLE AREA.**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Design Executed Properly</b>						
bodice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sleeve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Measurements Precise</b>						
bodices						
- neckline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- armseye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- bust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- waist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- hip	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- design details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sleeves						
- cap	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- width	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- design details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seam lines accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seam allowance 1.5 cm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hem allowance shown/accurate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
notches properly placed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dart size correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dart placement correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pleat size correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pleat placement correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
zipper shown, correct length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
button/buttonhole placement correct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grainline shown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pattern Labelling</b>						
name of piece/number of pieces to be cut right angles on corners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Collaboration and Teamwork	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

## STANDARD IS 3 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. *Quality and productivity are consistent. Works cooperatively and contributes ideas and suggestions that enhance team effort.*
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Preparation and Planning**

- sets clear goals and establish steps to achieve them
- creates and adheres to detailed timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively, prioritizing tasks on a consistent basis

**Information Gathering and Processing**

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

**Collaboration and Teamwork**

- cooperates with group members
- shares work appropriately among group members
- negotiates with sensitivity solutions to problems
- displays effective communication and leadership skills

**Information Sharing**

- demonstrates effective use of a variety of communication media: e.g., written, oral, audio-visual
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

**Content**

- research report in which the student
  - ☐ identifies characteristics of a tailored jacket
  - ☐ identifies characteristics that make pattern, fabric, support fabrics and notions acceptable for tailoring
  - ☐ identifies the quality standards of a tailored project

# **FRAMEWORK FOR ASSESSING A FASHION PROJECT: CONTEMPORARY TAILORING**

FAS304-2

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **Rating Scale:** (*italics are optional*)

### *The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

## **STANDARD IS 3 IN EACH APPLICABLE AREA**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<b>Project Description</b> (patterns, illustrations, fabric)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pattern</b> selection (appropriate to skill level, size) preparation and alteration	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<b>Fabric/Supplies</b> suited to design coordination of fabric, support fabrics, lining, trim, notions preparation	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Garment Layout</b> grainlines correctly placed proper layout techniques used marking does not show on right side of fabric	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>General Assembly Skills/Techniques</b> machine stitching—Appropriate stitch length is used, stitching is straight seams—Appropriate stitch length proper width, pressed flat and smooth seam finishes—Proper finish for fabric, neatly done closures—appropriate, properly placed and assembled facings—bulk graded, clipped, pressed hems—smooth, correct width and technique detailing—neat, secure, appropriate overall appearance—neat, pressed finishing lining—neat, durable and compatible fit—proper fit	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Project Specific Skills/Techniques</b> (a minimum of five tailoring techniques) • • • • •	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<b>Portfolio</b> include photograph and/or sample of completed project						



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Management	4	3	2	1	0	N/A
Teamwork	4	3	2	1	0	N/A
Use of Tools and Equipment	4	3	2	1	0	N/A
Investigative Techniques	4	3	2	1	0	N/A
Production Skills/Techniques	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics are optional*)*The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals.*
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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Management:**

- selects an appropriate level project
- prepares a project plan/schedule
- organizes work in an orderly manner
- carries out instructions accurately
- plans and uses time effectively
- meets clean up standard

**Teamwork:**

- cooperatively uses and shares equipment/tools/supplies

**Use of Tools and Equipment**

- identifies the equipment necessary to produce couture detailing
- selects and uses appropriate tools and equipment
- safely and proficiently uses:
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
  - ☐ \_\_\_\_\_
- returns tools and equipment to storage areas

**Investigative Techniques**

- explains the origin of couture and its terminology
- analyzes couture stitching techniques and construction methods

**Production Skills/Techniques**

- demonstrates a minimum of five of the Advanced skills/techniques:
  - ☐ Basting • \_\_\_\_\_
  - ☐ Closure • \_\_\_\_\_
  - ☐ Decorative Detail • \_\_\_\_\_
  - ☐ Design/Drafting • \_\_\_\_\_
  - ☐ Hem Treatment • \_\_\_\_\_
  - ☐ Hemming Stitch • \_\_\_\_\_
  - ☐ Neckline Treatment • \_\_\_\_\_
  - ☐ Pocket • \_\_\_\_\_
  - ☐ Seam • \_\_\_\_\_
  - ☐ Shaping Device • \_\_\_\_\_
  - ☐ Sleeve Treatment • \_\_\_\_\_
  - ☐ Underlying Fabric • \_\_\_\_\_
  - ☐ Waistline Treatment • \_\_\_\_\_
  - ☐ Other • \_\_\_\_\_



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Rating Scale:** (*italics are optional*) *The student:*

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. *Quality, particularly details and finishes and productivity are consistent and exceed standards. Leads others to contribute team goals*
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**STANDARD IS 3 IN EACH APPLICABLE AREA.**

Criteria	RATING SCALE					
	4	3	2	1	0	N/A
<i>The student:</i>						
<b>Preparation and Planning</b>						
sets clear goals and establishes steps to achieve them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
creates and adheres to detailed timelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
uses personal initiative to formulate questions and find answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plans and uses time effectively, prioritizing tasks on a consistent basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Information Gathering and Processing</b>						
accesses a range of relevant information sources and recognize when additional information is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
demonstrates resourcefulness in collecting data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interprets, organizes and combines information in creative and thoughtful ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
records information accurately, with appropriate supporting detail and using correct technical terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognizes underlying bias/assumptions/values in information sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
assesses and refines approach to the task and project status based on feedback and reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Information Sharing (if applicable)</b>						
demonstrates effective use of a variety of communication media: <i>e.g., written, oral, audio-visual</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communicates thoughts/feelings/ideas clearly to justify or challenge a position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
maintains acceptable grammatical and technical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gives evidence of adequate information gathering by citing seven or more relevant information sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Content</b>						
defines haute couture terms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
writes summary of 10 designers (local, national, international)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reports on designer of choice in terms of:						
- personal history	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- special influences/contributions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- innovations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- pictures/sketches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Technical Components</b>						
legible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
professional appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
neatness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

**STANDARD IS 3 IN EACH APPLICABLE AREA.****Rating Scale:** (*italics are optional*)*The student:*

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**COMMENTS:****CRITERIA***The student:***Preparation and Planning**

- sets clear goals and establish steps to achieve them
- creates and adheres to detailed timelines
- uses personal initiative to formulate questions and find answers
- plans and uses time effectively, prioritizing tasks on a consistent basis

**Information Gathering and Processing**

- accesses a range of relevant sources and recognize when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

**Information Sharing**

- demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing several relevant information sources

**Content** (for one cultural fashion)

- characteristics
- techniques
- significance of fashion details
- appropriate illustrations

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

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- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Preparation and Planning**

- sets goals and describe steps to achieve them
- uses personal initiative to formulate questions and find answers
- accesses a range of relevant information sources and recognizes when additional information is required
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately using appropriate technical terms and supporting detail
- plans and uses time effectively, prioritizing tasks on a consistent basis
- assesses and refines approach to task and project status based on feedback and reflection

**Information Gathering and Processing**

- accesses a range of relevant sources and recognize when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

**Information Sharing (optional)**

- demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

**Content**

- special tools and equipment
- pattern choice
- interfacing
- lining/underlying/interlining
- notions
- fabric preparation
- care
- layout techniques
- cutting techniques
- marking techniques
- seams/seam finishes
- fasteners/buttonholes
- hems
- pressing
- other

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Match the following terms with the best definition.**

- |                       |       |   |
|-----------------------|-------|---|
| a. mark ups           | _____ | 1. reduction from an original retail price  |
| b. mark downs         | _____ | 2. document written by a buyer that authorizes a seller to delivery certain goods at specified prices   |
| c. odd figure pricing | _____ | 3. item priced so low that the retail outlet makes little or no profit on it but uses it to attract shoppers into the store   |
| d. loss leaders       | _____ | 4. the difference between the wholesale cost and the retail price of merchandise (sometimes called "mark-on" by large retail stores)  |
| e. basic stock        | _____ | 5. the retail pricing of merchandise a few cents less than a dollar denomination to make the merchandise psychologically seem less expensive. Examples are \$2.99 and \$19.99 |
| f. odd lots           |       |   |
| g. purchase order     |       |   |

**ANSWERS**

1. (b.)
2. (g.)
3. (d.)
4. (a.)
5. (c.)



**2. Match the following terms with the best definition.**

- |                                |       |   |
|--------------------------------|-------|---|
| a. Discount Stores             | _____ | 1. this is shopping through TV or a computer  |
| b. Factory Outlet Stores       | _____ | 2. huge supermarkets combined supermarket-discount stores that are sometimes described as malls without walls                                     |
| c. Showcase Store              | _____ | 3. a designer or wholesaler sells the rights to market his goods  |
| d. Mail Order Retailers        | _____ | 4. carries limited lines of apparel, accessories or home furnishings  |
| e. Electronic or Home Shopping | _____ | 5. a discount operation run by a manufacturer or a designer   |
| f. Supermarkets                | _____ | 6. small individually owned shops. They are often owned by highly creative people.  |
| g. Franchises                  | _____ | 7. sells general lines of merchandise   |
| h. Boutiques                   | _____ | 8. direct mail ordering   |
| i. Department Stores           | _____ | 9. a factory outlet that sells merchandise at the introductory and early stages of the fashion cycles. They are testing grounds for new products. |
| j. Specialty Stores            | _____ | 10. sell merchandise in the late peak and decline stages of the fashion scale.  |

**ANSWERS**

- |      |       |
|------|-------|
| 1. e | 6. b  |
| 2. f | 7. i  |
| 3. g | 8. d  |
| 4. j | 9. c  |
| 5. b | 10. a |



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	OBSERVATION/RATING					
Preparation and Planning	4	3	2	1	0	N/A
Information Gathering and Processing	4	3	2	1	0	N/A
Information Sharing	4	3	2	1	0	N/A
Content	4	3	2	1	0	N/A

STANDARD IS 3 IN EACH APPLICABLE AREA.

**Rating Scale:** (*italics* are optional)*The student:*

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- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively to achieve team goals.*
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. *Quality and productivity are reasonably consistent. Works cooperatively.*
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

**COMMENTS:****CRITERIA***The student:***Preparation and Planning**

- sets clear goals and establish steps to achieve them
- creates and adheres to detailed timelines
- uses personal initiative to formulate questions and finds answers
- plans and use time effectively, prioritizing tasks on a consistent basis

**Information Gathering and Processing**

- accesses a range of relevant information sources and recognizes when additional information is required
- demonstrates resourcefulness in collecting data
- interprets, organizes and combines information in creative and thoughtful ways
- records information accurately with appropriate supporting detail and using correct technical terms
- recognizes underlying bias/assumptions/values in information sources
- assesses and refines approach to the task and project status based on feedback and reflection

**Information Sharing (optional)**

- demonstrates effective use of a variety of communication media: e.g., *written, oral, audio-visual*
- communicates thoughts/feelings/ideas clearly to justify or challenge a position
- maintains acceptable grammatical and technical standards
- gives evidence of adequate information gathering by citing seven or more relevant information sources

**Content**

- describes and provides an example of four of the following types of fashion retailing:
  - department store      – mail order selling
  - discount house        – direct selling
  - specialty store        – telemarketing
  - factory outlet        – internet home shopping
- reports on trends and changes in fashion retailing
- researches and reports on a particular store's policies and procedures including:
  - ambiance
  - customer service
  - selling service
  - promotional activities
  - credit and collection
  - security

# FASHION STUDIES

## SECTION H: LINKAGES/TRANSITIONS

(INTERIM)

### TABLE OF CONTENTS

This section of the GSI has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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## LINKAGES/TRANSITIONS

### LINKAGES

There are many linkages between Fashion Studies and other CTS strands, and between Fashion Studies and other secondary programs. The linkages extend to a variety of post-secondary and career possibilities.

### With Other CTS Strands

Many CTS strands link with Fashion Studies. In the following strands, specific modules may be of interest to Fashion Studies students:

Strand	Module	Linkage Opportunity
Career Transitions	Project modules	<ul style="list-style-type: none"> <li>if a student undertakes an extensive project beyond the expectations of the Fashion Studies module.</li> </ul>
Design	CAD–Fundamentals★ CAD–Applications★ Computer Aided Design and Modelling★ Portfolio Presentation★	<ul style="list-style-type: none"> <li>offer in the context of fashion design</li> </ul>
Enterprise and Innovation	Making It Happen★	<ul style="list-style-type: none"> <li>offer in the context of a fashion show or fashion business</li> </ul>
Management and Marketing	Promotion: Advertising★ Promotion: Visual Merchandising★	<ul style="list-style-type: none"> <li>offer in the context of fashion promotion</li> </ul>

★ These modules are included in this section.

The following CTS strands have linkages that are more general in nature:

Strand	Related Themes
Communication Technology	Presentation
Cosmetology Studies	Images and Practices, Special Effects
Design	Design Skills, Processes and Application Technical Drawing Skills
Management and Marketing	Marketing Systems and Strategies



Potential linkages of Fashion Studies with other CTS strands, determined by course emphasis and area of specialization, are identified in this section (see “Fashion Studies: Connections with Other CTS Strands”, page H.4).

A number of modules from other CTS strands can be combined effectively with modules from the Fashion Studies strand. These “linkage modules” are shown in “Fashion Studies: Extended Scope and Sequence”, page H.5, and “Fashion Studies: Linkages Within CTS”, page H.6.

Sample courses in Fashion Studies that involve linkages with other CTS strands are provided in this section (see “Fashion Studies in Junior High”, page H.7)

In addition, the following modules include an expanded “notes” section which helps teachers include the module in a Fashion Studies course:

- DES105: CADD–Fundamentals (page H.8)
- DES203: CADD–Applications (page H.12)
- DES310: Computer Aided Design and Modelling–Studio (page H.15)
- DES319: Portfolio Presentation (page H.18)
- E&I204: Making It Happen (page H.21)
- M&M202: Promotion: Advertising (page H.25)
- M&M203: Promotion: Visual Merchandising (page H.31).

### **With Other Secondary Programs**

In order that learning will be significant, relevant and reinforced for all students, it is important to integrate the core and complementary areas with the program. Teacher awareness of content of the different curricula will promote cross-curricular learning and team teaching. As students apply the knowledge and skills learned in one subject to solve a problem in another area, they will generate positive attitudes and confidence to meet the challenges of daily living.

Potential linkages of Fashion Studies with other core and complementary subject areas across the

curriculum are identified in this section (see “Fashion Studies: Connections Across the Curriculum”, page H.36, “Fashion Studies: Math Objective Match”, pages H.37-40, and “Fashion Studies: Science Objective Match, page H.41).

### **With Practical Arts Courses**

Modules in the Fashion Studies strand replace existing content in the Home Economics (Clothing) courses in junior high, and in the Clothing and Textiles courses in senior high. A detailed correlation of the Fashion Studies strand to these practical arts courses can be found in this section (see “Fashion Studies: Correlations with Practical Arts Courses: Home Economics (Clothing) 7, 8 and 9”, pages H.42-45, and “Fashion Studies: Correlations with Practical Arts Courses: Clothing Textiles 10, 20 and 30”, pages H.46-56).

## **TRANSITIONS**

### **To the Workplace**

The intermediate and advanced modules are designed to provide students with the knowledge, skills and attitudes that are required in the workplace. Information from the National Occupational Classification (NOC) regarding occupations in fashion-related areas that can be accessed upon completion of high school is provided in this section (see “Fashion Studies: Related Occupations”, pages H.57).

### **To Related Post-secondary Programs**

There is articulation between Fashion and numerous programs offered at the post-secondary level. The intermediate and advanced level modules provide students with some indication as to whether they would be interested in entering one of the fashion-related courses at the college or university level. An outline of post-secondary institutions in Alberta currently offering programs in fashion-related areas is provided in this section (see “Fashion



Studies: Summary of Related Post-secondary Programs”, page H.58).

Opportunities for post-secondary learning in Alberta are outlined in the booklet entitled *It's About Time: to start thinking about your future*, (1993–94, published by Alberta Advanced Education and Career Development Education). (See attached summary on page H.59.)

A *Directory of Canadian Apparel and Textile Education Programs* is published by the Canadian Apparel Federation (see Section I, page I.23 for address).

### To Other Government Initiatives

There are a number of federal initiatives:

- *An Inquiry into the Strategic and Internal Characteristics of the Canadian Apparel Industry* prepared for Industry Canada by Harold Star, July 1994.
- *Apparel Benchmarking: Where Canadian and US Companies are Today, and Where They Will be Tomorrow*, prepared for Industry Canada by Kurt Salmon Associates–Canada Ltd., July 1994.
- *The Canadian Retail Clothing Market, December 1994, a Status Report*, prepared by Kormos, Harris and Associates, Toledo, Ohio.
- A joint project between the federal government of Canada's Industrial Adjustment Service program and the Fashion Industry Development Institute to determine current and future training needs of the apparel industry, and to develop an action plan for meeting these needs.

### To Industry Initiatives

- The manufacturing committee of the Fashion Industry Development Institute (FIDI) has developed a production training program for the industry. A pilot program was run in the spring of 1994 with plans for full implementation in 1995. The 20-week

program involves a combination of classroom training in a facility provided by the Calgary Board of Education and on-site experience provided by manufacturers who were sponsoring students. FIDI administered the program, set the course content, and was responsible for renting facilities and equipment and for hiring the necessary training personnel. Students successfully completing the course are awarded a certificate by FIDI.

- The Edmonton Garment Initiatives Committee (EGIC) established in May 1989 to “promote and increase the competitive advantage of the local garment industry”. The membership is representative of various sectors of the garment industry including design, manufacturing, retail and education as well as government agencies.

### CREDENTIALLING

No opportunities for credentialling are available in the Fashion Studies strand.

# LINKAGES – Fashion Studies: Connections with Other CTS Strands

Fashion Studies Modules	Other CTS Strands																						
	Agriculture	Career Transitions	Communication Technology	Community Health	Construction Technologies	Cosmetology Studies	Design Studies	Electro Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Foods	Financial Management	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife		
Theme: Production																							
FAS103: Ready, Set, Sew!																							
FAS104: Fun with Fashion																							
FAS105: Repair and Recycle																							
FAS106: Creating Home or Personal Accessories																							
FAS107: Creative Yarns/Textiles																							
FAS207: Creative Construction																							
FAS208: Activewear																							
FAS212: Surface Embellishment																							
FAS209: Discovering Specialty Fabrics																							
FAS210: Sewing For Others																							
FAS211: Creating Home Decor																							
FAS216: Creating Accessories																							
FAS215: Upholstery																							
FAS205: Flat Pattern																							
FAS206: Pattern Drafing: Lower Torso																							
FAS304: Contemporary Tailoring																							
FAS306: Couture																							
FAS308: Cultural Fashions																							
FAS309: Advanced Specialty Fabrics																							
FAS303: Pattern Drafting: Upper Torso																							
Theme: Design																							
FAS203: Computer Drafted Patterns: Lower Torso																							
FAS204: Evolution of Fashion																							
FAS201: Fashion Dynamics																							
FAS202: Fashion Illustration																							
FAS302: Computer Drafted Patterns: Upper Torso																							
FAS307: Creators of Fashion																							
FAS301: Fashion Illustration: Creating a Fashion Line																							
Theme: Merchandising																							
FAS214: Fashion Merchandising																							
FAS314: Fashion Retailing																							

Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.



## LINKAGES: *Fashion Studies: Extended Scope and Sequence*

INTRODUCTORY	INTERMEDIATE	ADVANCED	THEME
<div>Ready, Set, Sew!<sup>2</sup> <i>FAS103</i></div> <div>Fun with Fashion <i>FAS104</i></div> <div>Repair and Recycle <i>FAS105</i></div> <div>Creating Home or Personal Accessories <i>FAS106</i></div> <div>Creative Yarns/Textiles <i>FAS107</i></div>	<div>Creative Construction <i>FAS207</i></div> <div>Activewear <i>FAS208</i></div> <div>Surface Embellishment <i>FAS212</i></div> <div>Discovering Specialty Fabrics <i>FAS209</i></div> <div>Sewing for Others <i>FAS210</i></div> <div>Creating Home Decor <i>FAS211</i></div> <div>Creating Accessories <i>FAS216</i></div> <div>Upholstery <i>FAS215</i></div> <div>Flat Pattern <i>FAS205</i></div> <div>Pattern Drafting: Lower Torso <i>FAS206</i></div> <div>Computer Drafted Patterns: Lower Torso <i>FAS203</i></div> <div>Evolution of Fashion <i>FAS204</i></div> <div>Fashion Dynamics <i>FAS201</i></div> <div>Fashion Illustration <i>FAS202</i></div> <div>Fashion Merchandising <i>FAS214</i></div>	<div>Contemporary Tailoring <i>FAS304</i></div> <div>Couture <i>FAS306</i></div> <div>Cultural Fashions <i>FAS308</i></div> <div>Advanced Specialty Fabrics <i>FAS309</i></div> <div>Pattern Drafting: Upper Torso <i>FAS303</i></div> <div>Computer Drafted Patterns: Upper Torso <i>FAS302</i></div> <div>Creators of Fashion <i>FAS307</i></div> <div>Fashion Illustration: Creating a Fashion Line <i>FAS301</i></div> <div>Fashion Retailing <i>FAS314</i></div>	<div>Production</div> <div>Design</div> <div>Merchandising</div>

— Prerequisite

- - - - - Recommended sequence

2 Recommended prerequisite or corequisite for most modules within the production theme.

**LINKAGES: *Fashion Studies: Linkage Opportunities Within CTS***

INTRODUCTORY	INTERMEDIATE	ADVANCED	STRAND
<div>CTS Project 1A</div>	<div>CTS Project 2A</div> <div>CTS Project 2B</div> <div>CTS Project 2C</div> <div>CTS Project 2D</div>	<div>CTS Project 3A</div> <div>CTS Project 3B</div> <div>CTS Project 3C</div> <div>CTS Project 3D</div>	Career Transitions
<div>CADD–Fundamentals</div>	<div>CADD–Applications</div>	<div>Computer Aided Design and Modelling</div> <div>Portfolio Presentation</div>	Design Studies
	<div>Making It Happen</div>		Enterprise and Innovation
	<div>Promotion: Visual Merchandising</div> <div>Promotion: Advertising</div>		Management and Marketing

*Fashion Studies in Junior High*

Course Emphasis	Fashion Studies Modules	Design Studies Modules	Management & Marketing Modules
Production (3 modules)	Ready, Set, Sew!		
	Fun With Fashion		
	Repair & Recycle		
Production (4 modules)	Creating Home or Personal Accessories	Sketching, Drawing & Modelling - Fundamentals	
	Creative Yarns/Textiles	CADD – Fundamentals	
Merchandising (2 modules)			Management & Marketing Basics
			Quality Customer Service



**MODULE DES105: CAD—FUNDAMENTALS****Level: Introductory****Theme: Drafting for Design and Technical Drawing Skills****Prerequisite: Drafting for Design (DES106, Recommended corequisite)****Module Parameters: CAD software**

The ability to use a personal computer effectively is becoming essential in design. In this module, the student develops basic skills and knowledge in Computer Aided Design (CAD).

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic knowledge and skills required to operate Computer Aided Design and Drafting (CAD) software</li> </ul>	<p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> <li>skills examination on CAD software.</li> </ul> <p><i>Assessment Tool</i> Teacher designed examination (approximately 20 questions/tasks) specific to designated CAD application.</p> <p><i>Standard</i> Achieve a minimum performance rating of 1 in applicable areas of assessment.</p>	30
<ul style="list-style-type: none"> <li>use CAD to produce a multiview drawing and/or pictorial drawing</li> </ul>	<ul style="list-style-type: none"> <li>production of a multiview and/or pictorial drawing.</li> </ul> <p><i>Assessment Tools</i> Design Studies Drafting/or Design and Technical Drawing Assessment Framework–Pictorial Drawing (DESDAF-1) Design Studies Drafting for Design and Technical Drawing Assessment Framework–Multiview Drawing (DESDAF-1) Project Assessment: CAD - Fundamentals, (DES105-1)</p> <p><i>Standard</i> Achieve a minimum performance rating of 1 in applicable areas of assessment.</p>	60

**MODULE DES105: CAD—FUNDAMENTALS (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>maintain and present a design portfolio</li> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> <li>maintenance and presentation of a module-based design portfolio emphasizing his or her understanding of CAD software operation skills through the student's discourse regarding the process(es), tools, and functions used in producing his or her multiview drawing.</li> </ul> <p><b>Note:</b> The portfolio in this module may consist of a computer disk that is presented on-screen then submitted for assessment.</p> <p><i>Assessment Tools</i>  <i>Presentations/Reports: Drafting for Design and technical Drawing Skills (Introductory) (DESPRE-1B)</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 1 in applicable areas of assessment.</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>10</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify and access commonly used tools (e.g., pens, lines, fillets, chamfers, shapes, rulers, scales), methods (e.g., snapping to grid, measuring, scaling) and functions (e.g., snapping to the end of a line, centering, cleaning up, breaking lines) with teacher direction and assistance</li> </ul>	<p>Some students may have the background to perform these operations upon entering the module. Students should be encouraged to share their knowledge with each other.</p>

## MODULE DES105: CAD—FUNDAMENTALS (continued)

Concept	Specific Learner Expectations	Notes
Skills Development (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• read and interpret pictorial drawings and multiview sketches for pertinent information</li> <li>• use CAD skills to produce two-dimensional multiview drawings complete with dimensions</li> </ul> <p>print or plot drawings</p>	<p>Where appropriate, students could work as partners during this module</p> <p>Complementary modules to this one are available in the Information Processing strand and may be drawn from there if additional emphasis is required.</p> <p>Teachers will determine the computer and software students will use.</p> <p>An important indication of a student's skill development in this module will be how quickly they can access and use the CAD software to produce assigned drawings. This element of "speed" can be one indicator of capability when the student is assessed.</p>
Applied Problem Solving	<ul style="list-style-type: none"> <li>• select and use CAD tools, methods and functions to produce multiview drawings (minimum three views) from simple three-dimensional objects (e.g., angled wooden blocks, foot stool, chair) or from pictorial drawings (e.g., isometric, oblique, perspective) of these objects</li> <li>• demonstrate the use of layers on at least one drawing.</li> </ul>	<p>Applied problem solving in this module centres on the student's ability to select appropriate tools, methods and functions for achieving specific tasks.</p> <p>Suggested briefs:</p> <ul style="list-style-type: none"> <li>• logo design</li> <li>• lingerie bag</li> <li>• disc caddy</li> <li>• locker organizer.</li> </ul>

**MODULE DES105: CAD—FUNDAMENTALS** (continued)

Concept	Specific Learner Expectations	Notes
Presentation; Design Journal and Portfolio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>see Specific Learner Expectations from Design Techniques—Fundamentals and other introductory level modules. In this module, the portfolio may take the form of a computer disk containing completed and partially completed work.</li> </ul>	<p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p>

**MODULE DES203: CAD—APPLICATIONS****Level:** Intermediate**Theme:** Drafting for Design and Technical Drawing Skills**Prerequisites:** CAD—Fundamentals (DES105) AND at least one other module where CAD was used (Recommended)**Module Parameters:** CAD software

Students apply their learning from CAD—Fundamentals, and add knowledge, skills and techniques associated with Computer Aided Design (CAD) in the context of new design-related tasks.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>use Computer Aided Design (CAD) software to produce intermediate level multiview and/or pictorial drawings</li> </ul>	<p><i>Assessment of student assessment will be based on:</i></p> <ul style="list-style-type: none"> <li>production of a multiview and/or pictorial drawing using teacher-specified CAD software.</li> </ul> <p><i>Assessment Tools</i>  <i>Design Studies Drafting for Design and Technical Drawing Assessment Framework—Pictorial Drawing (DESDAF-1)</i>  <i>Design Studies Drafting for Design and Technical Drawing Assessment Framework—Multiview Drawing (DESDAF-2)</i>  <i>Design Studies Project Assessment : CAD - Applications (DES203-1)</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 1 in applicable areas of assessment.</i></p>	80
<ul style="list-style-type: none"> <li>maintain and present a design portfolio</li> </ul>	<ul style="list-style-type: none"> <li>maintenance and presentation of a module-based design portfolio and a design journal. Emphasis will be placed on the accuracy of application of the CAD software to the drawing assignment, and the student's discourse regarding the process(es), tools and functions used in producing his or her drawing.</li> </ul>	20



**MODULE DES203: CAD—APPLICATIONS** (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student assessment will be based on:</i></p> <p><i>Assessment Tools</i></p> <p><i>Design Studies Drafting for Design and Technical Drawing Assessment Framework—Pictorial Drawing (DESDAF-1)</i></p> <p><i>Design Studies Drafting for Design and Technical Drawing Assessment Framework—Multiview Drawing (DESDAF-2)</i></p> <p><i>Presentations/Reports: Drafting for Design and Technical Drawing Skills (DESPRE-2B)</i></p> <p><i>Standard</i></p> <p><i>Achieve a minimum performance rating of 2 in applicable areas of assessment.</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i></p> <p><i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify and access commonly used tools, methods and functions (see CAD—Fundamentals) without teacher direction and assistance</li> <li>read and interpret pictorial and other types of sketches for pertinent information</li> <li>use CAD skills to produce layered fully dimensioned multiview drawings and pictorial drawings</li> <li>print or plot drawings.</li> </ul>	<p>Students completing this module should be fully versed in basic CAD use.</p> <p>Teachers may provide students with experience on other computer software that links to and/or supports CAD.</p> <p>Blocks and basic patterns may be from a purchased library of slopers and symbols of ones previously created.</p>

## MODULE DES203: CAD—APPLICATIONS (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>select and use CAD tools, methods and functions to produce layered multiview drawings and pictorial drawings based on pictorial sketches or real three-dimensional objects</li> <li>demonstrate the use of layers on at least one drawing.</li> </ul>	<p>Teachers may wish to specify design briefs for their students in this module in order to ensure specific computer applications are learned.</p> <p>Suggested briefs:</p> <ul style="list-style-type: none"> <li>personalized skirts, shorts or pants from measurements or through use of computerized slopers.</li> </ul>
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> <li>see Specific Learner Expectations from CAD—Fundamentals and other introductory and intermediate level modules. In this module, the portfolio may take the form of a computer disk containing completed and partially completed work.</li> </ul>	<p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p>

**MODULE DES310: COMPUTER AIDED DESIGN AND MODELLING—STUDIO**

**Level:** Advanced

**Theme:** Drafting for Design and Technical Drawing Skills

**Prerequisite:** CAD—Applications (DES203 Recommended)

**Module Parameters:** CAD software

Students solve design problems using advanced Computer Aided Design (CAD) methods, utilizing advanced commands, three-dimensional modelling techniques, rendering, shading and animation techniques.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>use advanced Computer Aided Design (CAD) commands and techniques to design working prototypes of solutions to advanced level design problems</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>production of still and/or animated images based on advanced level design brief and using teacher-specified software.</li> </ul> <p><i>Assessment Tools</i>  <i>Design Studies Drafting for Design and Technical Drawing Assessment Framework, (DESDAF-1)</i>  <i>Design Studies Drafting for Design and Technical Drawing Assessment Framework—Multiview Drawing (DESDAF-2)</i>  <i>Presentations/Reports, DES310-1</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 2 in applicable areas of assessment.</i></p>	80

## MODULE DES310: COMPUTER AIDED DESIGN AND MODELLING—STUDIO (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>maintain and present a design portfolio</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>maintenance and presentation of a module-based design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and/or peers will be placed on the degree of resolution of the project brief, and the student's discourse regarding:               <ul style="list-style-type: none"> <li>the software used,</li> <li>his or her justification for the selection/use of the software, and</li> <li>the process used to achieve the product (e.g., collaboration).</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Design Studies: Problem-Solving DES310-2 Presentation/Reports Assessment Framework (CTSPRE)</i></p> <p><i>Standard</i>            Achieve a minimum performance rating of 3 in applicable areas of assessment</p>	20
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal exploration during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify, select and use appropriate CAD and related software (e.g., three-dimensional modelling software) in the context of design</li> </ul>	Teachers may provide students with several options for computer software they may use. Also see the related learner expectations in 3-D Design Studies (Form, Composition and Aesthetics).

## MODULE DES310: COMPUTER AIDED DESIGN AND MODELLING—STUDIO (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>generate a three-dimensional model image and/or working drawings on a computer in response to a problem specified in a project brief, and print work generated.</li> <li>apply the personal computer and specified CAD software to resolve problems as outlined in project briefs.</li> </ul>	<p>Students should be made aware that time is an important factor in using CAD and that they should become faster and more efficient with each project. Students should have had previous experience in CAD and feel confident in using the chosen software independently in this module. They should share CAD techniques, tips and hints to their advantage in the process of solving problems. By allowing sharing to take place, teachers and students will learn and improve their CAD techniques.</p>
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> <li>see Specific Learner Expectations for 2-D Design—Studio (Form, Composition and Aesthetics)</li> <li>maintain and update a portfolio as described in 2-D Design—Studio (Form, Composition and Aesthetics). Additions from this module would include all project related material (e.g., sketches, notes, a computer disk containing images produced through CAD and three-dimensional modelling software, hard copies of these images), the design journal, and appropriate supplementary material.</li> </ul>	<p>As with the other CAD modules, students might produce portfolio of their work on a computer disk and support this with selected still images (printed or plotted) and/or a video tape of selected images.</p> <p>Design briefs may be followed through into Fashion Production modules.</p> <p>Computer may be used as a tool in completing Fashion Design modules.</p>



**MODULE DES319: PORTFOLIO PRESENTATION****Level:** Advanced**Theme:** Business/Issues/History**Prerequisite:** None**Module Parameters:** CAD software

Students taking this module prepare a portfolio for a specific purpose such as entry into the workplace or a post-secondary institution. When offered in a fashion studies context, the portfolio may include samples of fashion illustrations and pictures of projects completed, a videotape of a fashion show or pictures or slides of a merchandising display.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>prepare a presentation portfolio for the purpose of gaining entry into the workplace and/or a post-secondary educational institution</li> <li>present the portfolio in an interview setting</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>quality of the portfolio.</li> </ul> <p><i>Assessment Tools</i>  <i>Presentations/Reports, (DES319-1)</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 3 in applicable areas of assessment.</i></p>	70
	<ul style="list-style-type: none"> <li>preparation and presentation of a design portfolio and a design journal. Emphasis during the presentation/critique of the module-based portfolio with the teacher and peers will be placed on the scope and presentation quality of the portfolio, and the student's ability to present his or her portfolio in a professional manner.</li> </ul> <p><i>Assessment Tools</i>  <i>Presentations/Reports, DES319-2</i>  <i>Presentation/Reports Assessment Framework (CTSPRE)</i></p> <p><i>Standard</i>  <i>Achieve a minimum performance rating of 3 in applicable areas of assessment.</i></p>	30

## MODULE DES319: PORTFOLIO PRESENTATION (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>observations of individual effort and interpersonal exploration during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Skills Development	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>determine the purpose of the portfolio being designed.</li> </ul>	<p>It is extremely important for students to be able to present a well-crafted portfolio. The portfolio should exhibit the breadth and depth of the student's capabilities, and indicate his or her academic, personal management and team-work skills. The portfolio may take several forms and be made up of several parts (e.g., flats of two-dimensional design and photography, photographs or slides of three-dimensional work, video tape, computer disk, or any combination of the above). The student's collection of work retained during his or her studies in design will form the basis for this final presentation portfolio.</p>

## MODULE DES319: PORTFOLIO PRESENTATION (continued)

Concept	Specific Learner Expectations	Notes
Applied Problem Solving	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>select the most appropriate work for inclusion in the portfolio</li> <li>prepare the selected work for inclusion in the portfolio. This might include remounting and/or reworking some pieces, photographing or videotaping design work</li> <li>write a supporting page introducing the student and providing a listing and short description of the portfolio contents and/or provide a description of the work and rationale for the work through the video medium.</li> </ul>	
Presentation, Design Journal and Portfolio	<ul style="list-style-type: none"> <li>see Specific Learner Expectations for 2-D Design—Studio (Form, Composition and Aesthetics)</li> <li>present completed portfolio to teacher and peers.</li> </ul>	See notes from other Studio modules.

## MODULE E&I204: MAKING IT HAPPEN

**Level:** Intermediate

**Theme:** Making It Happen

**Prerequisites:** Planning a Venture

**Module Parameters:** No specialized equipment or facilities required

The student implements and assesses a venture. When offered in a fashion studies context, the venture may involve planning and implementing a fashion show; creating the costumes and stage set for a drama production; or implementing an entrepreneurial venture of a fashion item.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>implement a venture</li> <li>establish management procedures required to start the venture</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li><b>Logbook Record</b> that includes the following:                             <ul style="list-style-type: none"> <li>– implementation time lines</li> <li>– implementation procedures for:                                     <ul style="list-style-type: none"> <li>• managing</li> <li>• marketing</li> <li>• financing</li> <li>• human resource requirements</li> <li>• producing/servicing requirements.</li> </ul> </li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Logbook Record Checklist: Making It Happen, E&amp;I204-1</i></p> <p><i>Standard</i>  <i>All applicable sections have been completed</i></p>	20
<ul style="list-style-type: none"> <li>demonstrate leadership qualities in implementing the venture</li> </ul>	<ul style="list-style-type: none"> <li><b>Reflection Record</b> consisting of an examination of his or her personal leadership style and its appropriateness for the venture.</li> </ul> <p><i>Assessment Tools</i>  <i>Reflection Record: Leadership, E&amp;I2042</i></p> <p><i>Standard</i>  <i>Supportive evidence is provided for a minimum of five of the nine criteria as outlined</i></p>	10

## MODULE E&amp;I204: MAKING IT HAPPEN (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>manage problem solving and decision making at each implementation stage of the venture</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>a <b>written critique and/or oral presentation</b> that describe the problem-solving and decision-making process during the venture planning and implementation stages.</li> </ul> <p><i>Assessment Tool</i>  <i>Problem Solving Assessment for a Venture Plan, E&amp;I2043</i></p> <p><i>Standard</i>  <i>A minimum performance rating of 2 in each applicable area of assessment</i></p>	60
<ul style="list-style-type: none"> <li>assess the venture</li> </ul>	<ul style="list-style-type: none"> <li>a <b>set of criteria</b> developed by the student to assess the success (as personally defined) of the venture</li> </ul> <p><i>Assessment Tool</i>  <i>Criteria Development in Venture Assessment, E&amp;I204-4</i></p> <p><i>Standard</i>  <i>The venture assessment includes a minimum of five criteria and supporting evidence</i></p>	10
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li><b>observations</b> of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout



**MODULE E&I204: MAKING IT HAPPEN** (continued)

Concept	Specific Learner Expectations	Notes
Starting the Venture	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>determine the start-up requirements for the venture</li> <li>examine legal obligations that affect the venture</li> <li>analyze the common forms of business ownership:                             <ul style="list-style-type: none"> <li>– sole proprietorship</li> <li>– partnership</li> <li>– corporation</li> <li>– cooperative.</li> </ul> </li> </ul>	<p>Determine type of fashion show.</p> <p>Not applicable in planning a fashion show.</p>
Managing the Venture	<ul style="list-style-type: none"> <li>discuss the functions of management</li> <li>analyze why businesses fail, and illustrate the consequences of poor and/or inadequate planning</li> <li>examine short- and long-range plans for the venture</li> <li>examine management models and leadership styles.</li> </ul>	<p>Fashion show planning would include theme, location and timing.</p> <p>Not applicable in planning a fashion show.</p>
Marketing the Venture	<ul style="list-style-type: none"> <li>formulate a market plan considering:                             <ul style="list-style-type: none"> <li>– sales and distribution</li> <li>– advertising</li> <li>– pricing.</li> </ul> </li> </ul>	<p>Publicity and advertising for the fashion show, production or venture.</p> <p>Consider links with Management and Marketing module: “Promotion: Print and Broadcast Advertising”.</p>
Financing the Venture	<ul style="list-style-type: none"> <li>examine the need for and limitations of a budget and its implications in the financial plan of the venture:                             <ul style="list-style-type: none"> <li>– income</li> <li>– expenditures:                                     <ul style="list-style-type: none"> <li>• production</li> <li>• labour</li> <li>• distribution</li> <li>• marketing</li> </ul> </li> </ul> </li> <li>design a strategy for measuring, monitoring and controlling results against the plans</li> <li>prepare a cash flow projection.</li> </ul>	<p>Plan a budget for the fashion show, production or venture.</p>

## MODULE E&amp;I204: MAKING IT HAPPEN (continued)

Concept	Specific Learner Expectations	Notes
Human Resources Requirements	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>ascertain human resources needs and how these are to be met</li> <li>identify career ladders for personnel.</li> </ul>	Who will be in charge of each component of the fashion show, production or venture.
Producing/Service Requirements of the Venture	<ul style="list-style-type: none"> <li>describe the product or service in terms of:               <ul style="list-style-type: none"> <li>characteristics:                   <ul style="list-style-type: none"> <li>quality</li> <li>excellence</li> </ul> </li> <li>labour:                   <ul style="list-style-type: none"> <li>availability</li> <li>efficiency</li> <li>effectiveness</li> </ul> </li> <li>suppliers</li> <li>equipment/technology</li> <li>property and facilities</li> <li>cost data.</li> </ul> </li> </ul>	Selecting the merchandise and staging the fashion show (models, commentary, set design, music choreography, rehearsal), production or venture.
Assessing the Venture	<ul style="list-style-type: none"> <li>compare and contrast various ways of assessing ventures</li> <li>develop a set of criteria to assess the venture</li> <li>examine personal/individual motives in relation to the development and creation of the venture</li> <li>relate leadership strategies to venture analysis</li> <li>assess the lifestyle implications of the venture</li> <li>analyze the venture in terms of change and trends projected for the future</li> <li>prepare a written critique of the venture.</li> </ul>	<p>Evaluate all the components of the fashion show, production or venture.</p> <p>Not applicable in planning a fashion show.</p>

## MODULE M&M202: PROMOTION: ADVERTISING

**Level:** Intermediate

**Theme:** Marketing Systems and Strategies

**Prerequisite:** Management and Marketing Basics (M&M101)

**Module Parameters:** Access to cassette player with microphone and camcorder for broadcast advertising. Computer workstation with graphics software recommended for print advertising

The advertising process involves mass media communicating with a mass audience in order to establish a continuous recognition of a sponsor or product. This module is an introduction to communication channels, delivery strategies and advertising media that can be used to inform potential customers about products and services available in the marketplace. When this module is offered in a fashion studies context, students learn effective methods to produce advertisements to promote fashion for the print and broadcast media.

### Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>describe principles involved in the advertising process and apply these principles to print and broadcast media</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>a concept test consisting of questions regarding the principle concepts and terminology in the advertising process including:                             <ul style="list-style-type: none"> <li>definition of advertising and publicity</li> <li>controversial issues, laws, regulations and ethics in advertising</li> <li>identification and selection of target markets</li> <li>objectives of advertising</li> <li>examples of geographical advertising (local, regional, national, international)</li> <li>media: advantages and disadvantages of each medium and cost considerations (print and broadcast media)</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Sample test items - Marketing Today: A Retail Focus, 2<sup>nd</sup> ed., Teacher's Resource, Chapter 12 test</i>  <i>Standard</i>  <i>Rating of 60% or higher on concept test</i></p>	10

## MODULE M&amp;M202: PROMOTION: ADVERTISING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>investigate and report on basic broadcast media concepts</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>a presentation or report consisting of a minimum of 3 of the following: <ul style="list-style-type: none"> <li>types of broadcast media</li> <li>role of Canadian Radio–television and Telecommunications Commission (CRTC)</li> <li>brief history of both radio and television</li> <li>types of ownership of both radio and television</li> <li>local examples of radio stations and television networks and the types of audiences they attract.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Presentations/Reports: Overview of Broadcast Media (M&amp;M202-4)</i></p> <p><i>Standard</i>  <i>Rating of 2 for each applicable task</i></p>	10
<ul style="list-style-type: none"> <li>evaluate advertisements for each medium (print, radio and television)</li> </ul>	<ul style="list-style-type: none"> <li>an evaluation of advertisements consisting of a collection of three advertisements for each medium (print, radio and television) which includes: <ul style="list-style-type: none"> <li>type of media, target market, objective</li> <li>effective use of each component or production techniques</li> <li>how the AIDA concept was used (Attention, Interest, Desire, Action).</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Task: Evaluation of Print Advertisements (M&amp;M202-5)</i>  <i>Assessment Task: Evaluation of Radio and Television Commercials (M&amp;M202-6)</i></p> <p><i>Standard</i>  <i>3 advertisement evaluated for each media, all sections completed</i></p>	20

**MODULE M&M202: PROMOTION: ADVERTISING (continued)**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>design and create an effective promotional advertisement for two of the following media:                             <ul style="list-style-type: none"> <li>– print</li> <li>– television</li> <li>– radio</li> </ul> </li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>a project consisting of:                             <ul style="list-style-type: none"> <li>– preplanning of advertisement through use of rough draft, radio script or storyboard</li> <li>– final draft</li> <li>– presentation of the advertisements</li> <li>– self-assessment of created advertisement.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Guide: Print Advertisement Assessment (M&amp;M202-1)</i>  <i>Assessment Guide: Radio Commercial Assessment (M&amp;M202-2)</i>  <i>Assessment Television Commercial Assessment (M&amp;M202-3)</i></p> <p><i>Standard</i>  <i>Rating of 2 in each applicable task</i></p>	50
<ul style="list-style-type: none"> <li>identify personal interests and opportunities as they relate to careers in advertising</li> </ul>	<ul style="list-style-type: none"> <li>a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Guide: Career Profiles (M&amp;M- Careers)</i></p> <p><i>Standard</i>  <i>three career profiles, all sections completed</i></p>	10
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above.</i></p>	Integrated throughout



## MODULE M&amp;M202: PROMOTION: ADVERTISING (continued)

Concept	Specific Learner Expectations	Notes
The Advertising Process	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>explain what advertising is and what purpose it serves</li> <li>differentiate between publicity and advertising</li> <li>debate the various criticisms, controversies, laws and ethics regarding advertising</li> </ul>	<p>For extra time in completing this module, use a Career Transition Module</p> <p>Collect a range of advertisements and publicity notices and establish a portfolio or scrapbook.</p> <p>Gender stereotyping, misleading advertising, and regulations.</p>
• Target Market	<ul style="list-style-type: none"> <li>provide examples that illustrate a variety of target markets for the following types of advertisements:               <ul style="list-style-type: none"> <li>– consumer products</li> <li>– consumer services</li> <li>– business product</li> <li>– business service</li> <li>– advocacy (institutional) advertising</li> </ul> </li> </ul>	<p>Who will buy it, when, where? Are features of product or service transformed into customer benefits?</p>
• Objectives	<ul style="list-style-type: none"> <li>discuss a variety of objectives marketers use when developing advertising campaigns</li> </ul>	<p>For example, attract new customers, inform customers of a new product.</p>
• Geographic Market	<ul style="list-style-type: none"> <li>obtain specific examples of geographical promotional strategies:               <ul style="list-style-type: none"> <li>– local</li> <li>– regional</li> <li>– national</li> <li>– international</li> </ul> </li> </ul>	<p>For example, small local businesses advertising locally versus large corporations advertising nationally.</p>
• Media	<ul style="list-style-type: none"> <li>identify and provide examples of various print and broadcast media</li> <li>discuss the advantages and disadvantages of each medium</li> <li>compare costs in relationship to return on investment (audience versus cost of creating/producing and placing advertisement).</li> </ul>	

## MODULE M&amp;M202: PROMOTION: ADVERTISING (continued)

Concept	Specific Learner Expectations	Notes
Creating a Print Advertisement	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>discuss the steps in planning a print advertisement:               <ul style="list-style-type: none"> <li>type of print media</li> <li>state the objective</li> <li>define the target audience</li> <li>select the buying motive (use of USP)</li> </ul> </li> <li>identify and analyze each component of a print advertisement:               <ul style="list-style-type: none"> <li>borders</li> <li>headline(s)</li> <li>illustration or graphic</li> <li>copy</li> <li>logo (signature)</li> </ul> </li> <li>demonstrate the use of effective layout arrangements:               <ul style="list-style-type: none"> <li>use of borders</li> <li>use of white space</li> <li>use of different fonts</li> <li>placement of the various components</li> </ul> </li> <li>present and evaluate own print advertisement.</li> </ul>	<p>For example, newspaper, magazine, flyer, direct mail.</p> <p>The advertisement may be created to promote a fashion show.</p> <p>Unique selling points.</p> <p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p>
Overview of Broadcast Media	<ul style="list-style-type: none"> <li>discuss the types of broadcast advertising</li> <li>describe the role of the CRTC</li> <li>explore the history of both radio and television</li> <li>explain the types of ownership and programming found in radio and television</li> <li>identify a variety of radio stations available to the various listeners in the immediate area</li> <li>describe the types of television stations:               <ul style="list-style-type: none"> <li>network-affiliated</li> <li>network-owned</li> <li>independent</li> </ul> </li> <li>investigate other means of television advertising such as cablevision, pay TV, videocassette recordings, satellite, infomercials.</li> </ul>	<p>Radio, television.</p> <p>Not applicable in a fashion studies context.</p>

## MODULE M&amp;M202: PROMOTION: ADVERTISING (continued)

Concept	Specific Learner Expectations	Notes
Advertising on Radio	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>analyze radio advertising including: <ul style="list-style-type: none"> <li>radio time slots</li> <li>effectiveness of commercial</li> </ul> </li> <li>identify and calculate the cost of radio commercials in various time slots</li> <li>identify elements involved in preparation of a radio commercial</li> <li>demonstrate the use of radio production techniques when planning and producing a radio commercial</li> <li>present and evaluate own radio commercial.</li> </ul>	<p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> <p>Analyze radio ads: e.g., script types, live versus taped, length, repetition, voices.</p> <p>Students may create advertisements for existing or various types of fashion outlets or a fashion show.</p>
Advertising on Television	<ul style="list-style-type: none"> <li>analyze television commercials including: <ul style="list-style-type: none"> <li>time slots</li> <li>effectiveness of the commercial</li> </ul> </li> <li>identify and calculate the costs of television commercials in various time slots</li> <li>demonstrate the use of television production techniques when planning and producing a television commercial: <ul style="list-style-type: none"> <li>storyboard preparation</li> <li>use of equipment</li> </ul> </li> <li>present and evaluate own television commercial.</li> </ul>	<p>Use of AIDA concept: attract attention, create interest, stimulate desire, induce action.</p> <p>Camcorder-types and lengths of shots, lighting, production sequence.</p>
Career Exploration	<ul style="list-style-type: none"> <li>investigate a variety of career opportunities in print and broadcast advertising</li> <li>identify personal interests, talents and experiences as they relate to careers in print and broadcast advertising.</li> </ul>	<p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p> <p>Careers in the fashion industry.</p>

**MODULE M&M203: PROMOTION: VISUAL MERCHANDISING****Level:** Intermediate**Theme:** Marketing Systems and Strategies**Prerequisite:** Management and Marketing Basics (M&M101)**Module Parameters:** None

Visual merchandising helps to sell products at the point of purchase. Students become familiar with the different types of visual merchandising, how to construct attention-getting displays and what to look for when evaluating visual merchandising. When offered in a fashion studies context, students learn the art of visual presentation, which is so effective in promoting fashion.

**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>identify and explain basic visual merchandising concepts</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>a visual merchandising manual using a choice of diagrams, pictures and/or video consisting of the following visual merchandising concepts: <ul style="list-style-type: none"> <li>objectives and types of V.M.</li> <li>elements, principles and guidelines of V.M.</li> </ul> </li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Guide: Visual Merchandising Manual (M&amp;M203-1)</i></p> <p><i>Standard</i>  <i>Rating of 2 in each applicable area</i></p>	20
<ul style="list-style-type: none"> <li>create a collection of visual merchandising ideas for a calendar year</li> </ul>	<ul style="list-style-type: none"> <li>a yearly visual merchandising planner for a business. Minimum of eight visual merchandising ideas in the planner which represents a full year's visual merchandising plan. Ideas should include type of display, theme, merchandise, props, supplies to be used and a sketch showing the elements and principles of design being applied.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Task: Yearly Visual Merchandising Planner (M&amp;M203-2)</i></p> <p><i>Standard</i>  <i>Rating of 2 in each applicable task area</i></p>	20



## MODULE M&amp;M203: PROMOTION: VISUAL MERCHANDISING (continued)

Module Learner Expectations	Assessment Criteria and Conditions (Draft)	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> <li>design and construct a visual merchandising presentation</li> </ul>	<p><i>Assessment of student achievement will be based on:</i></p> <ul style="list-style-type: none"> <li>creating an interior and/or exterior visual presentation for a specific organization/business.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Guide: Visual Merchandising Presentation (M&amp;M203-3)</i>  <i>Standard: Rating of 2 in each applicable task</i></p>	40
<ul style="list-style-type: none"> <li>evaluate various forms of visual merchandising</li> </ul>	<ul style="list-style-type: none"> <li>an evaluation of a minimum of three visual merchandising presentations that demonstrate use of design techniques.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Task: Evaluation of Visual Presentations (M&amp;M203-4)</i>  <i>Standard</i>  <i>3 evaluations, all sections completed</i></p>	10
<ul style="list-style-type: none"> <li>identify personal interests and opportunities as they relate to careers in visual merchandising</li> </ul>	<ul style="list-style-type: none"> <li>a career profile that includes job descriptions, education/qualification requirements, employment opportunities, advancement potential and salary range.</li> </ul> <p><i>Assessment Tool</i>  <i>Assessment Guide: Career Profiles (M&amp;M-Careers)</i>  <i>Standard</i>  <i>three career profiles, all sections completed</i></p>	10
<ul style="list-style-type: none"> <li>demonstrate basic competencies.</li> </ul>	<ul style="list-style-type: none"> <li>observations of individual effort and interpersonal interaction during the learning process.</li> </ul> <p><i>Assessment Tool</i>  <i>Basic Competencies Reference Guide and any assessment tools noted above.</i></p>	Integrated throughout

Concept	Specific Learner Expectations	Notes
Visual Merchandising	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>describe what visual merchandising is and provide examples, illustrations and/or pictures of various displays/presentations</li> </ul>	Linkages with Fashion Studies.



## MODULE M&amp;M203: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Learner Expectations	Notes
<p>Visual Merchandising (continued)</p> <ul style="list-style-type: none"> <li>Objectives</li> <li>Types</li> <li>Visual Merchandising Ideas</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>explain how displays/visual presentations can influence the customer: <ul style="list-style-type: none"> <li>route traffic</li> <li>catch attention</li> <li>expand window theme</li> <li>pleasant store environment</li> <li>quick product identification</li> <li>entice entry to store</li> <li>reinforce store image</li> <li>support sales presentations</li> </ul> </li> <li>examine the different types of visual merchandising presentations and provide examples: <ul style="list-style-type: none"> <li><i>interior</i> (open—gondola, shelving, racks, ledge, platform, etc.; closed—showcases and shadow boxes, architectural or built-up displays)</li> <li><i>exterior</i> (closed, semi-closed, open)</li> <li><i>season</i> (pre-season, runner, clearance)</li> </ul> </li> <li>indicate how the interior presentations can be coordinated with exterior presentations</li> <li>discuss how ideas are generated for visual merchandising</li> <li>generate a list of visual presentation ideas for a variety of events and themes.</li> </ul>	<p>The words display and visual presentation have the same meaning. Retailers use both; in general the term display is being replaced by the term visual presentation</p> <p>Assess the effectiveness of several fashion retail outlet displays.</p> <p>Holiday themes, events, other displays, brainstorming with others.</p>
<p>Display Design</p> <ul style="list-style-type: none"> <li>Elements</li> </ul>	<ul style="list-style-type: none"> <li>identify and discuss the elements of design as it relates to visual merchandising: <ul style="list-style-type: none"> <li>use of lines—vertical, horizontal, curve, diagonal</li> <li>use of shape—geometric, organic, positive, negative</li> <li>use of colour—terminology, schemes, moods</li> <li>background</li> <li>use of three-dimensional space</li> <li>use of weight, size and texture</li> </ul> </li> </ul>	<p>Consider links with Design Studies and Communication Technology.</p> <p>Props versus products, foreground versus background.</p>

## MODULE M&amp;M203: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Learner Expectations	Notes
Display Design (continued) <ul style="list-style-type: none"> <li>Principles</li> </ul>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>identify and discuss the principles of design as they relate to visual merchandising:               <ul style="list-style-type: none"> <li>patterns—interface, stair step, gradation, pyramid, zig zag, repetition, radiation</li> <li>balance, formal and informal</li> <li>harmony and contrast</li> <li>rhythm</li> <li>proportion</li> <li>emphasis</li> <li>unity.</li> </ul> </li> </ul>	
Creating Visual Presentations <ul style="list-style-type: none"> <li>Guidelines</li> <li>Planning and Creating</li> </ul>	<ul style="list-style-type: none"> <li>apply basic guidelines when creating visual presentations               <ul style="list-style-type: none"> <li>use the KISS concept (<b>K</b>ee<b>P</b> it <b>S</b>imple)</li> <li>keep the customer's viewpoint in mind</li> <li>use lighting to enhance the display</li> <li>use props to enhance the merchandise and theme</li> </ul> </li> <li>apply the steps in planning a visual presentation:               <ul style="list-style-type: none"> <li>identify the objective</li> <li>select theme, merchandise and location</li> <li>compute cost of constructing presentation</li> <li>assemble supplies and materials needed</li> <li>prepare display area, merchandise and props</li> <li>construct the visual presentation</li> <li>maintain a display.</li> </ul> </li> </ul>	<p>Props can be built, bought or borrowed. Use and construct different kinds of props.</p> <p>Individually or with a partner, students may plan, design and construct a "mini" window display.</p> <p>Clean windows, background and floor; merchandise neat and clean; props in good repair; maintain lighting fixtures.</p>

MODULE M&M203: PROMOTION: VISUAL MERCHANDISING (continued)

Concept	Specific Learner Expectations	Notes
Evaluating Displays	<p><i>The student should:</i></p> <ul style="list-style-type: none"> <li>• evaluate the effectiveness of the visual presentation:                             <ul style="list-style-type: none"> <li>– location</li> <li>– design</li> <li>– theme</li> <li>– impact/appeal</li> </ul> </li> <li>• recommend possible changes to the process of creating the presentation and to the display itself.</li> </ul>	
Career Exploration	<ul style="list-style-type: none"> <li>• investigate a variety of career opportunities in visual merchandising</li> <li>• identify personal interest, talents and experiences as they relate to careers in visual merchandising.</li> </ul>	<p>Define key terms related to career path/ladders, entry-level positions, mid-management, management positions.</p> <p>Careers in the fashion industry.</p>

# LINKAGES – Fashion Studies: Connections Across the Curriculum

Fashion Studies Modules	Across the Curriculum																
	Junior High							Senior High									
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	CALM	Physical Education	Fine Arts
<b>Theme: Production</b>																	
FAS103: Ready, Set, Sew!																	
FAS104: Fun with Fashion																	
FAS105: Repair and Recycle																	
FAS106: Creating Home or Personal Accessories																	
FAS107: Creative Yarns/Textiles																	
FAS207: Creative Construction																	
FAS208: Activewear																	
FAS212: Surface Embellishment																	
FAS209: Discovering Specialty Fabrics																	
FAS210: Sewing For Others																	
FAS211: Creating Home Decor																	
FAS216: Creating Accessories																	
FAS215: Upholstery																	
FAS205: Flat Pattern																	
FAS206: Pattern Drafting: Lower Torso																	
FAS304: Contemporary Tailoring																	
FAS306: Couture																	
FAS308: Cultural Fashions																	
FAS309: Advanced Specialty Fabrics																	
FAS303: Pattern Drafting: Upper Torso																	
<b>Theme: Design</b>																	
FAS203: Computer Drafted Patterns: Lower Torso																	
FAS204: Evolution of Fashion																	
FAS201: Fashion Dynamics																	
FAS202: Fashion Illustration																	
FAS301: Fashion Illustration: Creating a Fashion Line																	
FAS302: Computer Drafted Patterns: Upper Torso																	
FAS307: Creators of Fashion																	
<b>Theme: Merchandising</b>																	
FAS214: Fashion Merchandising																	
FAS314: Fashion Retailing																	

Provides many direct links with content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.





CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
FAS103 Ready, Set, Sew	Use of a compass and measurement tools. Demonstrate flat pattern design techniques. Take measurements accurately. Adjust patterns.	Math 8–9 Math 7–9	<ul style="list-style-type: none"> <li>Geometry</li> <li>Measurement</li> <li>Number Systems</li> </ul>	Radius, diameter, circumference, length, width, angles, arcs, polygons, addition, subtraction, division, multiplication.	Pattern alteration problems/shortening, problem solving design brief: Produce a pattern for a given design from measurement e.g., skirt
DES105 Computer Aided Design – Fundamentals	Generate text and images through draw, graphics and/or CAD programs. Solve simple design problems.	Math 8–9 Math 7–9	<ul style="list-style-type: none"> <li>Geometry</li> <li>Measurement</li> <li>Number Systems</li> </ul>	Radius, diameter, circumference, length, width, angles, arcs, polygons, addition, subtraction, division, multiplication, and coordinate geometry.	Problem solving design brief: e.g., design your own fashions logo using CAD drawing tools. Produce a pattern for a sport bag using all of the given CAD tools.
FAS104 Fun With Fashion	Acquire familiarity with basic fabric widths.  Take basic measurements. Determine figure type and pattern size. Alter patterns. Pattern layout.	Math 7–9	<ul style="list-style-type: none"> <li>Measurement</li> <li>Graphing</li> <li>Number Systems</li> </ul>	Lengths and widths.  Lengths, widths, circumference, division, addition, subtraction and multiplication.	Perform a layout on two different widths of fabric to see the difference in the quantity needed/fabric utilization.  Perform a layout, take one's own measurements and determine the amount of fabric from the chart given on the pattern envelope.
FAS107 Repair and Recycle	Analyze/Financial savings. Demonstrate alterations.	Math 24 Math 7–9	<ul style="list-style-type: none"> <li>Work</li> <li>Measurements</li> <li>Number Systems</li> </ul>	Statistics, lengths, widths, circumference, addition and subtraction.	Problem solving questions and perform an alteration.
FAS108 Yarn and Fabric Arts	Create patterns.	Math 7–9	<ul style="list-style-type: none"> <li>Measurement</li> <li>Number Systems</li> </ul>	Number systems and operations: addition, subtraction, division, multiplication. Length, width and angles.	Produce a pattern or design for a woven wall hanging.
FAS201 Fashion Dynamics	Illustrate the principles of design/balance, proportion, scale. Complete a personal clothing inventory.	Math 7–9 Math 7	<ul style="list-style-type: none"> <li>Ratios and Proportion</li> <li>Measurement</li> <li>Data Management</li> </ul>	Space relationship area length width number systems and operations	Problem solving questions/solving figure problems through illusion. Produce an inventory of one's own clothing. Cost/wearing problem solving questions.



# LINKAGES – Fashion Studies: Math Objective Match (continued)

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
FAS202 Fashion Illustration II	Draw the human figure to fashion proportions incorporating movement.	Math 7–9	<ul style="list-style-type: none"> <li>Measurement</li> <li>Ratios and Proportion</li> </ul>	Space relationship, proportion, number systems and operations, addition, subtraction, division and multiplication.	Sketch the human body using fashion figure proportions. Do an analysis of one's own body to show comparisons. Sketch the human body in fashion proportions with movement, and produce a fashion line.
FAS203 Pattern Design II	Use of compass and measurement tools. Take required measurements. Demonstrate flat pattern design techniques. Adjust patterns and add ease.	Math 8–9 Math 7–9	<ul style="list-style-type: none"> <li>Geometry</li> <li>Measurement</li> <li>Number Systems</li> </ul>	Radius, diameter, circumference, angles, polygons, arcs, length, width, addition, subtraction, division, multiplication, number systems and operations.	Problem solving design brief: produce a pattern for a given design from measurement; e.g., pant. Pattern alteration problems/creating the design of a simple pattern block to a more complicated style; e.g., basic pants to one with pleats or pockets etc.
FAS204 Computer Drafted Patterns	Perform computer operations / generate images using CAD tools, measuring distances. Solve design problems. Estimate fabric requirements.	Math 8–9 Math 7–9	<ul style="list-style-type: none"> <li>Geometry</li> <li>Measurement</li> <li>Number Systems</li> </ul>	Radius, diameter, circumference, angles, arcs, polygons, length, width, addition, subtraction, division, multiplication, percentages, coordinate, geometry.	Problem solving design briefs: e.g., design a garment using one of the pattern blocks from the sloper library and the CAD drawing tools.
FAS205 Home and Personal Accessories II	Pattern layout.	Math 7–9	<ul style="list-style-type: none"> <li>Measurement</li> <li>Geometry</li> </ul>	Length, width, parallel lines, perpendicular lines, and angles.	Perform a pattern layout.
FAS206 Apparel Production II	Alter patterns. Add seam allowance. Pattern layout.	Math 7–9	<ul style="list-style-type: none"> <li>Measurement</li> <li>Number Systems</li> <li>Geometry</li> </ul>	Length, width, angles, number systems and operations: addition, subtraction, division, and multiplication.	Perform a pattern layout. Complete all necessary alterations on the pattern used.
FAS207 Specialty Fabrics I	Special pattern layout techniques.	Math 7–9 Math 8–9	<ul style="list-style-type: none"> <li>Measurement</li> <li>Geometry</li> <li>Number Systems</li> </ul>	Length, width, parallel lines, perpendicular lines, and angles.	Perform a pattern layout on a plaid fabric making sure all of the connecting points match.
FAS208 Specialty Clothing I	Take required measurements. Establish cost and price point. Adjust patterns.	Math 7–9	<ul style="list-style-type: none"> <li>Measurement</li> <li>Accounting</li> <li>Number Systems</li> </ul>	Length, width, angles, number systems and operations: addition, subtraction, division, and multiplication.	Complete a cost analysis for a product. Perform any necessary alterations.
FAS212 Fashion Merchandising I	Compare and contrast various merchandising policies.	Math 7–9	<ul style="list-style-type: none"> <li>Math Operations</li> <li>Ratios and Proportion</li> </ul>	Number systems and operations, addition, subtraction, multiplication and division.	Investigate merchandising policies of stores and compare and contrast these different policies.

CAREER & TECHNOLOGY STUDIES			MATH		ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
FAS302 Fashion Illustration III	Draw a human figure to proper proportions and produce a fashion line.	Math 7–9	<ul style="list-style-type: none"> <li>Ratios and Proportion</li> <li>Measurement</li> </ul>	Proportion, number systems and operations: addition, subtraction, division and multiplication.	Sketch the human body in a series of poses using fashion proportions.
FAS303 Pattern Design III	Use of compass and measurement tools. Take measurements. Demonstrate flat pattern design techniques. Adjust patterns. Add ease to patterns.	Math 8–9 Math 7–9	<ul style="list-style-type: none"> <li>Geometry</li> <li>Measurement</li> <li>Number Systems</li> </ul>	Radius, diameter, circumference, arcs, polygons, length, width number systems and operations: addition, subtraction, division and multiplication.	Problem solving design briefs: Produce a pattern for a given design from incusurement e.g. jacket. Pattern alteration problems / changing the design of a simple pattern block to a more complicated style e.g., basic jacket to a stylized one.
FAS304 Computer Drafted Patterns II	Perform computer operations. Grade pattern blocks. Estimate fabric requirements. Solve design problems.	Math 8–9 Math 7–9	<ul style="list-style-type: none"> <li>Geometry</li> <li>Measurement</li> <li>Number Systems</li> </ul>	Radius, diameter, circumference, arcs, polygons, length, width, addition, subtraction, division and multiplication and coordinate geometry.	Problem solving design briefs: Grade a pattern to its adjoining sizes. Create patterns for an entire design line. Estimate fabric requirements for these patterns.
FAS307 Upholstery	Estimate the costs of materials and time involved. Draft a pattern.	Math 24 Math 7–9	<ul style="list-style-type: none"> <li>Work</li> <li>Measurement</li> <li>Number Systems</li> </ul>	Number systems and operations: addition, subtraction, multiplication and division.	Complete a cost analysis for a product.
FAS308 Apparel Production III	Make alterations	Math 7–9	<ul style="list-style-type: none"> <li>Measurements</li> <li>Number Systems</li> </ul>	Number systems and operations: division, addition, subtraction and multiplication.	Complete all necessary alterations on the patterns used. Perform a pattern layout.
FAS310 Computer Production Techniques	Analyze computer aided programs capabilities for: accounting and inventory control.	Math 24 Math 7–9	<ul style="list-style-type: none"> <li>Number systems</li> <li>Cost of independence</li> </ul>	Number systems and operations: division, addition, subtraction and multiplication.	Produce a spread sheet for the costs in running the school fashion show. Produce a computerized inventory for the classroom.
FAS311 Specialty Fabrics II	Special pattern layout techniques.	Math 8–9	<ul style="list-style-type: none"> <li>Measurements</li> </ul>	Length, width, angles, parallel lines and perpendicular lines.	Perform a pattern layout on the specialty fabric.
FAS312 Specialty Clothing II	Alter patterns. Layout. Calculate the cost.	Math 7–9	<ul style="list-style-type: none"> <li>Measurements</li> <li>Accounting</li> <li>Number Systems</li> </ul>	Number systems and operations: addition, subtraction, multiplication and division.	Complete a cost analysis for the garment. Complete all necessary alterations.

# LINKAGES – Fashion Studies: Math Objective Match (continued)

CAREER & TECHNOLOGY STUDIES		MATH			ACTIVITY
Module	Objective/Concept	Course	Unit	Concept/Skill	
FAS313 Business of Fashion	Examine the significance of the fashion industry to economy. Consumer expenditure. Number of people employed. Amount of wages and salaries paid. Jobs created. Analyze marketing activities. Explain the factors that determine price range. Outline the fashion time-table into seasonal lines.	Math 7–9 Math 24 Math 9	<ul style="list-style-type: none"> <li>• Work</li> <li>• Data Management</li> <li>• Banking</li> <li>• Algebra</li> </ul>	Statistics, variables, inequalities, graphing linear equations, number systems and operations: addition, subtraction, division, and multiplication. Consumer credit and credit cards.	Examine graphs explaining the growth of the fashion industry. Examine the variables that make up the price of a given product in the store.
FAS314 Fashion Merchandising II	Explain retailing terms. Mark ups, mark downs, odd figure pricing, loss leaders, basic stock, odd lots and purchase orders.	Math 7–9 Math 24 Math 9	<ul style="list-style-type: none"> <li>• Cost of independence</li> <li>• Number Systems</li> <li>• Ratios and Proportions</li> <li>• Banking</li> </ul>	Number systems and operations: division addition, subtraction and multiplication. Consumer credit and credit cards.	Problems involving the figuring out of the cost of credit to particular stores and credit card companies.



CAREER & TECHNOLOGY STUDIES			SCIENCE			ACTIVITY
Module	Module Learner Expectations	Course	Unit	Concept/Skill		
FAS106	Characteristics of common fibres: natural and synthetic	Science 8	<ul style="list-style-type: none"><li>Computer Product Testing</li></ul>	Concept 3	Testing of fibres. Building of molecule models.	
		Science 24	<ul style="list-style-type: none"><li>Materials and Products</li></ul>	Concepts 2, 3 and 4	Perform synthesizing experiments.	
		Science 26	<ul style="list-style-type: none"><li>Using Materials and Products</li></ul>	Concepts 2, 3, 4 and 5		
FAS107	Effects of bleach and cleaning agents on fibres	Science 9	<ul style="list-style-type: none"><li>Chemical Properties and Changes</li></ul>	Concepts 1, 2 and 7	Testing and observing reactions of oxidizing agents.	
		Science 14	<ul style="list-style-type: none"><li>Household Science</li></ul>	Concepts 2, 3, 5 and 9		
		Science 16	<ul style="list-style-type: none"><li>Using Materials and Products</li></ul>	Concepts 1, 3 and 7	Give examples of each, observe the effects.	
		Science 24	<ul style="list-style-type: none"><li>Materials We Use</li></ul>	Concepts 4.1–4		
		Chem 20	<ul style="list-style-type: none"><li>Matter as Solutions, Acids, Bases and Gases</li></ul>	Concept 1.3	Provide samples of home products. Explain risk tactics to ecosystem.	

**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*:** *Home Economics (Clothing)* 7, 8, 9

## THEME CODE:

- A. Production
  - B. Design
  - C. Merchandising
1. Introductory
  2. Intermediate
  3. Advanced

LEVEL:

1. Introductory
2. Intermediate
3. Advanced

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.



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**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Home Economics (Clothing) 7, 8, 9 (continued)**

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Clothing Textiles 10, 20, 30**

## THEME CODE:

- A. Production
- B. Design
- C. Merchandising

LEVEL:

1. Introductory
2. Intermediate
3. Advanced

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.



[illegible]

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**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Clothing Textiles 10, 20, 30 (continued)**

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Clothing Textiles 10, 20, 30 (continued)**

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.



[illegible]

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**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Clothing Textiles 10, 20, 30 (continued)**

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.





**LINKAGES – Fashion Studies: Correlations with Practical Arts Courses\*: Clothing Textiles 10, 20, 30 (continued)**

[illegible]

\* All practical arts courses will be replaced by Career and Technology Studies in September, 1997.

[illegible]

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## TRANSITIONS – *Fashion Studies: Related Occupations*

Information for this chart was obtained from the National Occupations Classification (NOC) descriptions:

### Educational Requirements:

D: High School Education

C: Apprenticeship

B: College or Vocational Education

A: University

Occupational Profile	NOC#	D	C	B	A
Display Designer/Visual Merchandiser	5243	✓		✓	
Dry Cleaning and Laundry Occupations	6681	✓			
Dry Cleaning and Laundry Supervisors	6214	✓			
Fabric, Fur and Leather Cutters	9452	✓			
Fashion Designer	5243	✓		✓	✓
Hide and Pelt Processing Workers	9453	✓			
Image, Social and Other Personal Consultants	6481	✓		✓	
Industrial Engineering and Manufacturing Technologists and Technicians	2233			✓	
Inspectors and Testers, Fabric, Fur and Leather Products Manufacturing	9454	✓			
Ironing, Pressing and Finishing Occupations	9619	✓			
Jewellers, Watch Repairers and Related Occupations	7344	✓		✓	
Labourers in Textile Processing	9616	✓			
Manufacturing Managers	0911	✓		✓	✓
Model	5232	✓			
Other Labourers in Processing, Manufacturing and Utilities	961	✓			
Other Professional Engineers	2148				✓
Patternmakers – Textile, Leather and Fur Products	5245	✓		✓	
Retail and Wholesale Buyers	6233	✓		✓	✓
Retail Salespersons and Sales Clerks	6421	✓			
Retail Trade Managers	6211	✓		✓	✓
Sewing Machine Operators	9451	✓			
Shoe Repairers and Leatherworkers	9498	✓		✓	
Supervisors, Fabric, Fur and Leather Products Manufacturing	9225	✓			
Supervisor, Textile Processing	9216	✓		✓	
Tailors, Dressmakers, Furriers and Milliners	7342	✓			
Textile Dyeing and Finishing Machine Operators	9443	✓			
Textile Fibre and Yarn Preparation Machine Operators	9441	✓			
Textile Inspectors, Graders and Samplers	9444	✓			
Theatre, Fashion, Exhibit and Other Creative Designers	5243			✓	✓
Weavers, Knitters and Other Fabric Making Occupations	9442	✓			



	PUBLIC COLLEGES	APPRENTICESHIP TRADE	PRIVATE COLLEGES	TECH. INST.	Banff	UNIVERSITIES	VOCATIONAL COLLEGES
Home Economics (degree program with specialization in Clothing & Textiles)	Alberta College of Art & Design						
	Fairview College						
	Grande Prairie Regional College						
	Grant MacEwan Community College						
	Keyano College						
	Lakeland College						
	Lethbridge Community College						
	Medicine Hat College						
	Mount Royal College						
Textile Conservation and Curatorship							
Fashion Design & Merchandising/ Production/Tailoring							
Theatre Production & Design Arts							
Art/Art History/Visual Arts (textiles)	D(4 y)						
Interior Design/Technology							
	Alberta College of Art & Design						
	Fairview College						
	Grande Prairie Regional College						
	Grant MacEwan Community College						
	Keyano College						
	Lakeland College						
	Lethbridge Community College						
	Medicine Hat College						
	Mount Royal College						
	Olds College						
	Red Deer College						
	Alberta College						
	Augustana University College						
	Canadian Union College						
	Concordia College						
	King's University College, The						
	North American Baptist College						
	Northern Alberta Institute of Technology						
	Southern Alberta Institute of Technology						

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(Interim 1995)

# FASHION STUDIES

## SECTION I: LEARNING RESOURCE GUIDE

(INTERIM)

### TABLE OF CONTENTS

This section of the GSI has been designed to provide a list of resources that support student learning. Three different types of resources are identified:

- Authorized: Resources authorized by Alberta Education for CTS curriculum; these resources are categorized as basic, support, or teaching
- Other: Titles provided as a service to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of these resources, but further review will be necessary for use in school jurisdictions
- Additional: A list of local and provincial sources of information available to teachers, including the community, government agencies, resource centres and organizations.

INTRODUCTION.....	I.1
CTS and the Resource-based Classroom.....	I.1
Purpose and Organization of this Document.....	I.1
How to Order.....	I.2
Resource Policy .....	I.2
AUTHORIZED RESOURCES .....	I.3
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# INTRODUCTION

## CTS AND THE RESOURCE-BASED CLASSROOM

Career and Technology Studies (CTS) encourages teachers to establish a resource-based classroom, where a variety of appropriate, up-to-date print and non-print resources are available. Learning resources identified for CTS strands include print, software, interactive videos, manipulatives, student learning guides and tutorials.

The resource-based classroom approach accommodates a variety of instructional strategies and teaching styles, and supports individual or small group planning. It provides students with opportunities to interact with a wide range of information sources in a variety of learning situations. Students in CTS are encouraged to take an active role in managing their own learning. Ready access to a strong resource base enables students to learn to screen and use information appropriately, to solve problems, to meet specific classroom and learning needs, and to develop competency in reading, writing, speaking, listening and viewing.

## PURPOSE AND ORGANIZATION OF THIS DOCUMENT

The purpose of this document is to help teachers identify a variety of resources to meet their needs and those of the students taking the new Fashion Studies curriculum. It is hoped that this practical guide to resources will help teachers develop a useful, accessible resource centre that will encourage students to become independent, creative thinkers.

This document is organized as follows:

- Authorized Resources:
  - basic learning resources
  - support learning resources
  - teaching resources
- Other Resources
- Additional Sources.

Some resources in the guide have been authorized for use in some or all of the CTS strands, e.g., the 11-video Career and Technology Studies series produced by ACCESS: The Education Station. Full information is provided in the appropriate section of this resource guide.

Each resource in the guide provides bibliographic information, an annotation where appropriate, and a correlation to the Fashion Studies modules. The distributor code for each entry will facilitate ordering resources. It is recommended that teachers preview all resources before purchasing, or purchase one copy for their reference and additional copies as required.

Distributor Code	Resources		Levels/Mod. No.		
			1	2	3
ATEC	Title	Author	101	201	301
	Bibliographic Information				
	Annotation				

Distributor Code - see  
Distributor Directory

1 = Introductory  
2 = Intermediate  
3 = Advanced  
Indicates module number

## HOW TO ORDER

Most authorized resources are available from the Learning Resources Distributing Centre (LRDC) at:

12360 – 142 Street  
Edmonton, AB  
T5L 4X9  
Telephone: (403) 427-2767  
Fax: (403) 422-9750

Please check LRDC for availability of videos.

The section on Additional Sources lists a variety of other places to find information related to this strand. In addition, at the back of this document is a Distributor Directory, which contains the name and address of each publisher/distributor referred to in the resource list. Note that in some cases a resource may be published by one company but distributed through another.

The information contained is as complete and accurate as possible.

## RESOURCE POLICY

For further information on resource policy and definitions, refer to the *Student Learning Resources Policy* and *Teaching Resources Policy* or contact:

Learning Resources Unit  
Curriculum Standards Branch  
Alberta Education  
5<sup>th</sup> Floor, Devonian Building, East Tower  
11160 Jasper Avenue  
Edmonton, AB  
T5K 0L2  
Telephone: (403) 422-4872  
Fax: (403) 422-0576



## AUTHORIZED RESOURCES

### BASIC LEARNING RESOURCES

The following basic learning resources have been authorized by Alberta Education for use in the Fashion Studies curriculum. A curriculum correlation appears in the right-hand column.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Clothing: Fashion, Fabrics, Construction.</i> (2 <sup>nd</sup> edition.) Jeannette Weber. Don Mills, ON: Glencoe Publishing Co., McGraw-Hill Ryerson Ltd., 1990.  This 480-page text provides a comprehensive coverage of clothing/apparel: history, culture, family needs, fabrics, fabric care, consumer aspects and issues in the fashion industry. A student workbook and teacher's resource are available.	103	201	304
		104	207	306
		105	208	309
			209 210	
LRDC	<i>Drawing Fashion.</i> Bill Thames. Mission Hills, CA: Glencoe Publishing Co., McGraw-Hill Ryerson, 1993.  Provides step-by-step procedures to illustrate fashion. Organized into three parts: the figure, the garment and the fabric. The proportions of the male and female fashion figures (as per industry standard) and the changing proportions of children's figures from toddler to adolescents are included. The techniques for drawing garments and for rendering fabrics are clearly explained in detail. The conclusion includes a description of portfolio presentation and a glossary of terms. This book would be useful to both the novice and the experienced person interested in fashion illustration. A teacher's manual is available.		202	301
LRDC	<i>Fashion! A Study of Clothing Design and Selection, Textiles, .</i> Mary Wolfe. Condord, ON: Irwin Publishing Inc., 1993.  Includes information on clothing design and selection, textiles, the apparel industry and fashion careers. The information is presented in an easy-to-read format and is well illustrated. Instructor's Manual provides suggestions for presenting the concepts with individual and group activities. Evaluation techniques and tools are included. A student activity guide is available.	103	201	302
		104	to	to
		107	212	309
			214 215 216	314
LRDC	<i>Guide to Producing a Fashion Show.</i> Judith Everett and Kristen Swanson. New York, NY: Fairchild Books and Visuals, 1993.  This book is a "behind the scenes" comprehensive guide to planning, promoting and presenting the fashion show. It also gives much career information and explores the value of a fashion show as a promotional tool. An instructor's guide is available and upon request is complementary when purchasing the text.		214	306 307 314

## Basic Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Inside the Fashion Business</i>. (5<sup>th</sup> edition.) Jeannette Jarnow and Miriam Guerreiro. Don Mills, ON: Collier Macmillan Canada, 1991.</p> <p>This 568 page text provides a comprehensive coverage of the various aspects of the fashion industry - the design, production, and marketing of men's, women's, and children's apparel and accessories. The content is based on specific fashion industry segments explaining relevant concepts and terminology. The statistics and Associations referenced are American and would have to be supplemented with Canadian information. There is an accompanying instructor's manual with suggested activities and test questions and answers.</p>		214	314
LRDC	<p><i>Singer Reference Library Series</i>. Mississauga, ON: Random House, dates vary.</p> <p>Series consists of <i>Creating Fashion Accessories</i>, <i>Creative Sewing Ideas</i>, <i>Decorative Machine Stitching</i>, <i>More Creative Sewing Ideas</i>, <i>More Sewing for Home</i>, <i>Quick and Easy Sewing Projects</i>, <i>Quilt Projects by Machine</i>, <i>Quilting by Machine</i>, <i>Sewing Essentials</i>, <i>Sewing for Children</i>, <i>Sewing for Special Occasions</i>, <i>Sewing for Style</i>, <i>Sewing for the Home</i>, <i>Sewing Lingerie</i>, <i>Sewing Pants that Fit</i>, <i>Sewing Projects for the Home</i>, <i>Sewing Specialty Fabrics</i>, <i>Sewing with an Overlock</i>, <i>Sewing with Knits</i>, <i>Timesaving Sewing</i>.</p>	103 to 107	206 to 215	306 308

## SUPPORT LEARNING RESOURCES

The following support learning resources are authorized by Alberta Education to assist in addressing some of the learner expectations of a module or components of modules.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Advanced Fashion Sketchbook</i>. Bina Albing. New York, NY: Fairchild Books and Visuals, 1991.</p> <p>Provides step-by-step instructions for the more advanced student of fashion sketching. The focus is on fashion illustration, design details and rendering techniques. The Layout section shows how to place, group and exhibit figures for visual impact. The Line, Marker and Wash sections provides the reader with information on developing their own personal style. The Style section contains sketches by ten different artists with comments on the style of each.</p>		202	301
LRDC	<p><i>AUTOCAD</i> (Macintosh Release 12) and (Windows Release 12). Autodesk Inc./Merlan Scientific Ltd. Courseware.</p> <p>AUTOCAD is a 2D/3D technical drawing and drafting software package for intermediate and advanced level courses. AUTOCAD is required for some pattern drafting software functions (e.g., PC Patterns.)</p>		203 205 206	302 303
LRDC	<p><i>Basic Pattern Skills for Fashion Design</i>. Bernard Zankoff and Jeanne Price. New York, NY: Fairchild Books and Visuals, 1987.</p> <p>This book presents methods for creating an original design through the use of basic flat pattern techniques. Clear illustrations and explanations are provided for a series of basic flat pattern designs applied to bodices, collars, sleeves and skirts. However, as an American text the measurements are imperial not metric.</p>		205 206	303
LRDC	<p><i>Business of Sewing, The: How to Start, Maintain and Achieve Success</i>. (2<sup>nd</sup> edition.) Barbara Wright Sykes. New York, NY: Fairchild Books and Visuals, 1992.</p> <p>A pocketbook with a wealth of information, sample charts and forms to set up custom sewing business. Encourages love of sewing into a business with profit. The author does sewing consulting work, owns "Elegance in Vogue" Stores, and is an outstanding teacher award recipient. She gives advice on organizing, marketing, managing, developing a business plan, obtaining funds, determines pricing, maintaining a professional manner and solving problems. Contains a detailed bibliography, resource guide of print pattern companies, notions, software wholesale distributors, and more. For production and business merchandising study.</p>		210 214	

# Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>CADTERNs: Custom Patternmaking. Line Skirt from Start to Finish.</i> (DOS Version 2.2 and Windows Version 3). White Rock, BC: CADTERNs Custom Clothing Inc., 1990-1996.</p> <p>Cadterns (Lab Pack) provides the software for drafting custom slopers for skirt, pant, bodice, blouse and sheath. This program contains on-line help and an on-line tutorial exercise. It requires companion software programs to function as a computer assisted pattern making system.</p>		203 205 206	302 303
ACC	<p><i>Career and Technology Studies: Key Concepts.</i> Edmonton, AB: ACCESS: The Education Station.</p> <p>Series of videos and utilization guides relevant to all CTS strands. Series consists of <i>Anatomy of a Plan, Creativity, Electronic Communication, The Ethics Jungle, Go Figure, Innovation, Making Ethical Decisions, Portfolios, Professionalism, Project Planning, Responsibility and Technical Writing.</i></p>	all	all	all
LRDC	<p><i>Classic Tailoring Techniques: A Construction Guide for Men's Wear.</i> Roberto Cabrera and Patricia Flaherty Meyers. New York, NY: Fairchild Books and Visuals, 1983.</p> <p>A detailed guide to the construction of men's wear, specifically jackets, pants and vests. This book examines patternmaking for each garment including how to measure, the muslin fitting, and adjusting the pattern. Construction of each item is covered in depth - from layout and cutting of fabric through to the final pressing of the finished garment. It provides information on basic alterations, tailoring supplies and hand stitches used in tailoring. Both imperial and metric measures are included.</p>			304
LRDC	<p><i>Classic Tailoring Techniques: A Construction Guide for Women's Wear.</i> Roberto Cabrera and Patricia Flaherty Meyers. New York, NY: Fairchild Books and Visuals, 1984.</p> <p>A detailed guide to the construction of women's wear, specifically jackets, skirts, and pants. This book examines patternmaking for each garment including how to measure, the muslin fitting, and adjusting the pattern. Construction of each item is covered in depth - from layout and cutting of fabric through to the final pressing of the finished garment. It provides information on basic alterations, tailoring supplies and hand stitches used in tailoring. Both imperial and metric measures are included.</p>			304



## Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Fashion Merchandising: An Introduction.</i> (5<sup>th</sup> edition.) Elaine Stone. Don Mills, ON: Maxwell Macmillan Canada, 1990.</p> <p>This text provides an introduction to the concepts, practices and careers in the merchandising of fashion. The content is presented in an easy to read format, however the pictures are black and white not color. The text is organized into four units: The Dynamics of Fashion, The Producers of Fashion, The Markets for Fashion and The Merchandising of Fashion. Four appendices provide information on career opportunities in the fashion business. There is an instructor's manual available at no cost. It includes teaching suggestions and assignments as well as a test bank.</p>		201 204 214	314
LRDC	<p><i>Fashion Retailing.</i> Ellen Diamond. Toronto, ON: Nelson Publishing Canada, 1993.</p> <p>Explores the many facets of fashion retailing from traditional to current innovative concepts. Each chapter features learning objectives, highlights of chapter, discussion questions, two case problems and investigative activities. An appendix on terms and one on specific job opportunities and preparation for entering this career field. Focus is on specific proven companies in the U.S. and some international, and a section per chapter on small store applications. There are eight colour photo pages and a few black and white photos. U.S. resource. An instructor's manual is available with key and test bank for each chapter.</p>		214 216	306 307 308 314
LRDC	<p><i>Fashion Sketchbook.</i> (2<sup>nd</sup> edition.) Bina Albing. New York, NY: Fairchild Books and Visuals, 1995.</p> <p>Provides a practical approach for drawing the fashion figure with an explanation of proportions, form, structure and balance. Part one covers figure basics and part two covers garment details. This edition includes figures and fashions for men, women and children (including baby, toddler, child and pre-teen categories). Clear and precise instructions make this text a suitable resource for the novice fashion illustrator.</p>		202	301



## Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Fundamentals of Men's Fashion Design: A Guide to Casual Clothes.</i> (2<sup>nd</sup> edition.) Edmund Roberts and Gary Onishenko. New York, NY: Fairchild Books and Visuals, 1985.</p> <p>This text provides clear illustrations and simplified drafting and design methods for men's casual clothes. Casual garments include shirts, geometrics, pants, outerwear, jackets, sweaters and knitwear. However, as an American text, the measurements are imperial not metric.</p>		205 206	303
LRDC	<p><i>Hat Tricks (W5.)</i> CTV Program &amp; Archive Sales, 1990. Videocassette.</p> <p>This six minute W5 program introduces Alex Tilley, a Canadian Entrepreneur who has become famous for his "Tilley Hat".</p>		210 216	
LRDC	<p><i>How to Draft Basic Patterns.</i> (4<sup>th</sup> edition.) Ernestine Kopp, et al. New York, NY: Fairchild Books and Visuals, 1991.</p> <p>This text provides the principles and instructions for drafting slopers for sleeves, waists, skirts, dresses, capes caftans and jumpsuits. Illustrations include imperial measurements with a metric conversion chart provided at the end of the book.</p>		204	307 308
LRDC	<p><i>In Style - 100 Years of Canadian Women's Fashion.</i> Caroline Routh. Concord, ON: Irwin Publishing Inc., 1993.</p> <p>Addresses the significance of dress and fashion as part of Canada's cultural past. The author has examined and researched garments from our past and has presented a lively chronicle of women's dress in the century that saw Canada become a nation. The author has included many excellent illustrations representing high fashion everyday wear, formal, informal, outdoor and recreational dress organized by the decades of Canadian fashion.</p>		205 206	303
STR	<p><i>PC Patterns (Version 2.0.)</i> Isabelle Lott and George Lott, Jr. East Grand Rapids, MI: Pattern Work, 1993.</p> <p>PC Pattern Program with sloper library and users guide is a design tool to allow and to help students explore pattern drafting and to create clothing designs of their own. The pattern created can be sized into many sizes (graded), embellished. Fabric yardages and layouts can be calculated. Full size patterns with all average symbols can be printed for student use with the appropriate equipment. (You must have AUTOCAD to use this program).</p>		203	302

## Support Learning Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Reader's Digest Complete Guide to Needlework</i>. Pleasantville, NY: Reader's Digest Association (Canada) Ltd., 1979.</p> <p>Technical text with excellent illustrated method steps to produce a variety of needlework. Contents include embroidery, needlepoint, knitting, appliqué, quilting, patchwork, macramé, crochet, rug making, and lace work. No content on historical aspects of arts, or cultural variety.</p>	105 106 107	211 212 215	
LRDC	<p><i>Reader's Digest Complete Guide to Sewing</i>. Pleasantville, NY: Reader's Digest Association (Canada) Ltd., 1995.</p> <p>This 582 page reference book is timeless. It includes basic information on sewing tools, supplies, sewing machine and the sewing area. Illustrations, descriptions and directions are provided on pattern, fabrics, cutting, fitting and sewing techniques. Content includes sewing garments for women, men and children as well as sewing for the home and sewing accessories.</p>	103 104 105 106	201 207 208 209 210 211 215	304 306 309
LRDC	<p><i>Upholstering Methods</i>. F.W. Zimmerman. Goodheart-Willcox Company, Irwin Publishing, 1992.</p> <p>This 192 page text provides a solid foundation in all upholstery processes through the use of tools, materials and techniques. A 7 page answer key for questions at the end of each chapter is available free of charge when purchasing the textbook.</p>		215	
LRDC	<p><i>Upholstering: A Practical Guide</i>. D. Gaston. Harper Collins Publishers, 1993.</p> <p>This 192 page book provides detailed information on upholstery. Topics include tools, equipment and materials, buying upholstered furniture and basic skills and techniques in upholstery. Specific projects for chairs, stools, couches and cushions are provided. A instructor's answer key is available.</p>		215	
LRDC	<p><i>Visual Merchandising and Display</i>. (3<sup>rd</sup> edition.) Martin Pegler. New York, NY: Fairchild Books and Visuals, 1995.</p> <p>Includes information on store windows and exteriors, lighting, line and composition, coloured texture, mannequins and dimensional forms, fixtures masking and proscenia, furniture props, sale ideas, signage, point-of-purchase display, trade shows and fashion shows. Instructor's guide provides assignments, projects and classroom activities which encourage creative thinking and visualizing for merchandising and display.</p>		214	314

## TEACHING RESOURCES

The following teaching resources are authorized by Alberta Education to assist teachers in the instructional process.

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<i>Clothing: Fashion, Fabrics, Construction.</i> (2 <sup>nd</sup> edition.) Don Mills, ON: Glencoe/Macmillan, 1990. Teacher's Resource Book.  See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>Evaluating Apparel Quality.</i> (2 <sup>nd</sup> edition.) Anita Stamper, et al. New York, NY: Fairchild Books and Visuals, 1991. Text and Instructor's Guide.  Gives a brief history and overview of the apparel manufacturing industry and then concentrates on the industry standards for quality. This text is extremely comprehensive and would be a useful reference for the instructor as well as senior students involved in research assignments. The Instructor's Guide suggests projects, discussion questions and teaching strategies upon request; it is complementary when purchasing the textbook.	103 104 105	201 207 208 209 210	304 306 308 309
LRDC	<i>Fashion Merchandising: An Introduction.</i> (5 <sup>th</sup> edition.) Elaine Stone. Don Mills, ON: Maxwell Macmillan Canada, 1990. Instructor's Manual.  See Support Learning Resources for annotation and module correlation.			
LRDC	<i>Fashion! A Study of Clothing Design and Selection, Textiles, the Apparel Industries, and Careers.</i> Mary Wolfe. Concord, ON: Irwin Publishing Inc., 1993. Instructor's Manual.  See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>Guide to Producing a Fashion Show.</i> Judith Everett and Kristen Swanson. New York, NY: Fairchild Books and Visuals, 1993. Instructor's Guide.  See Basic Learning Resources for annotation and module correlation.			
LRDC	<i>Inside the Fashion Business</i> (5 <sup>th</sup> edition.) Jeannette Jarnow and Miriam Guerreiro. Don Mills, ON: Collier Macmillan Canada, 1991. Instructor's Manual.  See Basic Learning Resources for annotation and module correlation.			

# Teaching Resources (continued)

Distributor Code	Resources	Levels/Module No.		
		1	2	3
LRDC	<p><i>Metric Pattern Cutting</i>. (3<sup>rd</sup> edition.) Winifred Aldrich. Blackwell Scientific Publications, Copp Clark Longman Ltd., 1994.</p> <p>This 184 page intermediate and advanced level text provides a range of pattern blocks, an introduction to the principles of pattern cutting and gives a few examples of their application into garments. There is an upgraded section on Computer Grading and some ideas on computer aided design and pattern development. Metric measure are used throughout.</p>		203 206	302 303
LRDC	<p><i>Metric Pattern Cutting for Menswear</i>. (2<sup>nd</sup> edition.) Winifred Aldrich. Don Mills, ON: Oxford University Press, Copp Clark Longman Ltd., 1990.</p> <p>This 144 page advanced level text provides a flexible system of pattern cutting for menswear. It includes the traditional classic suit block and basic shirt blocks but concentrates on illustrating pattern adaptations. The book includes a section on unisex sportswear and a chapter on computer aided design (CAD). Metric measures are used throughout.</p>		203 206	302 303
LRDC	<p><i>Retailing in Canada</i>. D. Wesley and William Baszytk. Scarborough, ON: Prentice Hall Canada Inc. , 1993.</p> <p>Detailed technical text profiling more than 30 Canadian businesses to show how retailers apply the practical concepts in actuality. Contents on concepts of consumer behaviour, merchandising, retail operations technology, financial management, human resources management, and chapters have objectives, key terms, summaries and review discussion questions. Three pages of mini colour photos. Good current spotlights, e.g., MM Marvelous Muffins, Simpsons and Bay mergers. Specific to career study, and Fashion Merchandising modules.</p>		214	314
LRDC	<p><i>Upholstering Methods</i>. F.W. Zimmerman. Goodheart-Willcox Company, Irwin Publishing, 1992. Answer Key.</p> <p>See Support Learning Resources for annotation and module correlation.</p>			
LRDC	<p><i>Upholstering: A Practical Guide</i>. D. Gaston. Harper Collins Publishers, 1993.</p> <p>See Support Learning Resources for annotation and module correlation</p>			
LRDC	<p><i>Visual Merchandising and Display</i>. (3<sup>rd</sup> edition.) Martin Pegler. New York, NY: Fairchild Books and Visuals, 1995.</p> <p>Instructor's Guide.</p> <p>See Support Learning Resources for annotation and module correlation.</p>			



## FASHION STUDIES RESOURCES

[illegible]



## FASHION STUDIES RESOURCES

[illegible]

## FASHION STUDIES RESOURCES

C: Merchandising

## *s - Software*

*T. Teacher*

### 3 - Advanced

### S - Senior High

[illegible]

## FASHION STUDIES RESOURCES

[illegible]



## OTHER RESOURCES

These titles are provided as a service only to assist local jurisdictions to identify resources that contain potentially useful ideas for teachers. Alberta Education has done a preliminary review of the resources. However, the responsibility to evaluate these resources prior to selection rests with the user, in accordance with any existing local policy.

Distributor Code	Resources
GLP	<i>Burda: A World of Fashion</i> . Englewood Cliffs, NJ: German Languages Publications Inc.  Periodical published quarterly.
GLP	<i>Burda: Miss B</i> . Englewood Cliffs, NJ: German Languages Publications Inc.  Periodical published quarterly.
DDD	<i>Designers: The Newsletter of the Design Division, Canadian Apparel Federation</i> . Toronto, ON: Designews, Design Division.  Newsletter published bi-monthly.
PJS	<i>SewNews: The Fashion Magazine for People Who Sew</i> . Peoria, IL: PJS Publications Inc.  Magazine published monthly.
SCI	<i>Style: Canada's Fashion News</i> . Toronto, ON: Style Communications Inc.
TTP	<i>Threads</i> . Newton, CT: The Taunton Press.  Periodical.
FAI	<i>Women's Wear Daily</i> . New York, NY: Fairchild Books.  Magazine, Buyer's Guide.





## ADDITIONAL SOURCES

Available to Fashion Studies teachers both locally and provincially, are many sources of information that can be used to enhance Career and Technology Studies. These sources are available through the community, government agencies, resource centres and organizations. Some of these sources, e.g., government departments, undergo frequent name and/or telephone number changes. Please consult your telephone directory or an appropriate government directory.

The following is a partial list of sources in the community to consider:

### TEACHER—LIBRARIANS

Planned and purposeful use of library resources helps students grow in their ability to gather, process and share information. Research activities require access to an adequate quantity and variety of appropriate, up-to-date print and non-print resources from the school library, other libraries, the community and additional sources. Some techniques to consider are:

- planning together
- establishing specific objectives
- integrating research skills into planning.

Cooperation between the teacher-librarian and the subject area teacher in the development of effectively planned resource-based research activities ensures that students are taught the research skills as well as the subject content.

Also see *Focus on Research: A Guide to Developing Student's Research Skills* referenced in the Alberta Education Sources section.

### ALBERTA EDUCATION SOURCES

The following monographs are available for purchase from:

Learning Resources Distributing Centre  
12360 – 142 Street  
Edmonton, AB  
T5L 4X9  
Telephone: 427-2767  
Fax: 422-9750

Please consult the "Support Documents" section or the "Legal, Service and Information Publications" section in the *Buyers Guide* for ordering information and costs.

### Developmental Framework Documents

- *The Emerging Student: Relationships Among the Cognitive, Social and Physical Domains of Development*, 1991

This document looks at the whole child, or student, as a productive learner, integrating all the domains of development: cognitive, social and physical. It emphasizes the need for providing balanced curriculum and instruction.

- *Students' Interactions Developmental Framework: The Social Sphere*, 1988

This document focuses on the student as a social being. It looks at the student's affective or emotional growth and examines moral development. These three domains make up the social sphere.

- *Students' Physical Growth: Developmental Framework Physical Dimension*, 1988

This document examines children's normal physical growth in three areas: perceptual, structural and motor development. In none of these areas is the child's growth in a single continuous curve throughout the first two decades of life. Physical growth is characterized by periods of rapid growth and periods of slower growth. Consequently, differences and changes in growth patterns may affect the timing of certain learning processes.

- *Students' Thinking: Developmental Framework Cognitive Domain*, 1987

This document explores children's cognitive development from infancy to adolescence. The Piagetian stages of pre-operational, concrete operational and formal operational thinking are explained. Suggestions for improving the learning process are also presented.

- *Focus on Research: A Guide to Developing Students' Research Skills*, 1990

This document outlines a resource-based research model that helps students manage information efficiently and effectively, and in this process, to gain skills that are transferable to all school and work situations. This model provides a developmental approach to teaching students how to do research.

- *Teaching Thinking: Enhancing Learning*, 1990

Principles and guidelines for cultivating thinking, ECS to Grade 12, have been developed in this resource. It offers a definition of thinking, describes nine basic principles on which the suggested practices are based, and discusses possible procedures for implementation in schools and classrooms.

## OTHER GOVERNMENT SOURCES

### ACCESS: The Education Station

ACCESS: The Education Station offers a variety of resource and services to teachers. For a nominal dubbing and tape fee, teachers may have ACCESS: The Education Station audio and video library tapes copied.

ACCESS: The Education Station publishes a listing of audio and video cassettes as well as a comprehensive programming schedule.

Of particular interest are the Career and Technology Studies videos that are available with utilization guides. The guides outline key points in each video and suggest questions for discussion, classroom projects and other activities. Video topics are listed in the Support

Learning Resources section of this Guide. The videos and accompanying support material can be obtained from:

ACCESS: The Education Station  
3720 – 76 Avenue  
Edmonton, AB  
T5B 2N9  
Telephone: 440-7777 (in Edmonton)  
1-800-352-8293  
(outside Edmonton)

### Alberta Agriculture

Rm 100A, J.G. O'Donoghue Bldg  
7000 – 113 Street  
Edmonton, AB  
T6H 5T6  
Telephone: (403) 427-0391  
Fax: (403) 427-2861

- Booklets
- Pamphlets

### Alberta Economic Development and Tourism

Industry Development Branch  
12<sup>th</sup> Floor, Commerce Place, 10155 - 102 St.  
Edmonton, Alberta  
Telephone: (403) 423-6504  
Fax: (403) 427-0610

- Library
- Reference books
- Periodicals

### Alberta Economic Development & Tourism

#### Industry Development Branch

12th Floor, 10155 – 102 Street  
Edmonton AB  
T5J 4L6  
Telephone: (403) 427-6504  
Fax: (403) 427-5924

- Apparel, Clothing & Textiles and Sewn Products

### Alberta Economic Development & Tourism Small Business & Tourism Development Div.

12th Floor, 10155 – 102 Street  
Edmonton AB  
T5J 4L5  
Telephone: (403) 426-3685  
Profiles:

- Clothing Manufacturers
- Men's Clothing Stores
- Women's Clothing Stores
- Children's Clothing Stores

**Alberta Museums Association**

9829 - 103 Street  
Edmonton AB  
T5K 0X9  
Telephone: (403) 424-2626  
Fax: (403) 424-1679  
Internet: ama@freenet.Edmonton.AB.CA

**Provincial Museum of Alberta**

12845 - 102 Avenue  
Edmonton AB  
T5N 0M6  
Telephone: 453-9133  
Fax: 454-6629

- The Provincial Museum of Alberta's classroom program is presented by a museum interpreter, and is available to schools in the Edmonton area. The program examines fashion as an art form which reflects changing social and political patterns. The program includes a slide show on fashion from Elizabeth I to the 1930s and a fashion show highlighting fashion from the past 100 years. For more information call the Museum booking office at 453-9131.

**Industry Canada, Consumer Products/  
Directorate**

10225 - 100 Avenue  
Edmonton, Alberta  
T5J 0A1  
Winnipeg's office handles inquiries:  
Telephone: (204) 983-8905  
Fax: (204) 983-5511

**Consumer Products Information Handout**

- Textiles
- Consumer Packaging and Labelling

**Investment Promotion and Services Group  
Investment Canada**

P.O. Box 2800, Stn D.  
Ottawa ON  
K1P 6A5  
Telephone: (613) 995-0465  
Fax: (613) 996-2515

- The Canadian Apparel Industry, Report 1991
- Periodicals
- Tradeshows
- Associations

**National Film Board of Canada (NFB)**

The NFB has numerous films and videotapes that may be suitable for Fashion Studies. For a listing of NFB films and videotapes indexed by title, subject and director, or for rental or purchase of NFB films and videotapes, call 1-800-267-7710 (toll-free).

Educational Marketing Officers in Calgary and Edmonton are available, province wide, for workshops, conferences, professional development days and similar activities. For northern Alberta and the Northwest Territories, the Educational Marketing Officer can be reached at 495-3012 (fax, 495-6412). For southern Alberta, contact the Educational Marketing Officer at 292-5411 (fax, 292-5458).

**ACCESS:** The Education Station and some school boards have acquired duplication rights to some NFB videotapes. Please consult the relevant catalogues in your school or school district.

The Calgary Public Library has a selection of NFB films and videotapes that can be borrowed free of charge with a Calgary Public Library borrower's card. For further information, contact:

Calgary Public Library  
Films and Recordings Department  
616 Macleod Trail SE  
Calgary, AB  
T2G 2M2  
Telephone: 260-2781

**Resource Centres****Urban Resource Centres**

Calgary Board of Education  
Supervisor, Education Media  
3610 - 9 Street SE  
Calgary, AB  
Telephone: 294-8540  
Fax: 287-9739

Calgary Separate School Board  
Supervisor, Instructional Materials  
6220 Lakeview Drive SW  
Calgary, AB  
T3E 6T1  
Telephone: 246-6663  
Fax: 249-3054



Edmonton Public School Board  
Learning Resource Consultant  
Centre for Education  
One Kingsway Avenue  
Edmonton, AB  
T5H 4G9  
Telephone: 429-8320  
Fax: 429-8313

Elk Island Public Schools  
Director, Learning Resource  
2001 Sherwood Drive  
Sherwood Park, AB  
T8A 3W7

Instructional Media Centre  
Northern Lights School Division  
Bag 1002  
4908 - 49 Avenue  
Bonnyville, AB  
T9N 2J7  
Telephone: 826-3366  
Fax: 826-2959

Medicine Hat School District No. 75  
IMC Manager  
601 - 1 Avenue SW  
Medicine Hat, AB  
T1A 4Y7  
Telephone: 526-1323  
Fax: 529-5339

Red Deer Public School Board  
Coordinator of Instruction  
4747 - 53 Street  
Red Deer, AB  
T4N 2E6  
Telephone: 343-1405  
Fax: 347-8190

St. Anthony's Teacher Centre  
Supervisor, Curricular Resources  
10425 - 84 Avenue  
Edmonton, AB  
T6E 2H3  
Telephone: 439-7356  
Fax: 433-0181

## *Regional Resource Centres*

### Zone 1

Zone 1 Regional Resource Centre  
Film Supervisor  
10020 - 101 Street  
P.O. Box 6536  
Peace River, AB  
T8S 1S3  
Telephone: 624-3187  
Fax: 624-5941

### Zone 2/3

Central Alberta Media Services (CAMS)  
Film Supervisor  
182 Sioux Road  
Sherwood Park, AB  
T8A 3X5  
Telephone: 464-5540  
Fax: 449-5326

### Zone 4

Media Coordinator  
Information and Development Services  
Parkland Regional Library  
5404 - 56 Avenue  
Box 1000  
Lacombe, AB  
T4L 1G1  
Telephone: 782-3850  
Fax: 782-4650

### Zone 5

South Central Alberta Resource Centre  
(SCARC)  
Golden Hills Regional Division  
435A Hwy 1  
Strathmore, AB T1P 1J4  
Telephone: 934-5028  
Fax: 934-5125

### Zone 6

Southern Alberta Learning Resource  
Centre (SALRC)  
Film Supervisor  
Provincial Government Administration  
Bldg.  
120, 909 Third Avenue N  
Box 845  
Lethbridge, AB  
T1J 3Z8  
Telephone: 320-78007  
Fax: 320-7807



## PROFESSIONAL ASSOCIATIONS

Alberta Home Economics Association  
Box 4688  
Edmonton, AB  
T6E 5G5  
Telephone: 489-1666

Alberta Teachers' Association  
Home Economics Specialist Council  
Barnett House  
11010 - 142 Street  
Edmonton, AB  
T5N 2R1  
Telephone: 1-800-232-7208

Canadian Home Economics Association  
901, 151 Slater Street  
Ottawa, ON  
K1P 5H3

## INDUSTRY ORGANIZATIONS/ ASSOCIATIONS

### Canadian Apparel Federation

605, 130 Slater Street  
Ottawa, ON  
K1P 6E2  
Telephone: (613) 231-3220  
Fax: (613) 2305  
E/Mail: 76470.314@compuserve.com  
Website: <http://www.apparel.org>

- Directory of Canadian Apparel and Textile Educational Programs
- Designers: The Newsletter of the Design Division
- Federation Bulletin

### Chilton Book Company

Radnor, PA  
19089  
• Books and booklets

### Coats Canada Inc.

1001 Roselawn Avenue  
Toronto, Ontario  
M6B 1B8  
Telephone: (416) 785-1370  
1-800-268-3620  
Fax: (416) 785-1370  
Fax: (416) 782-1472  
• Educator's Catalogue

### Dominion Simplicity Ltd.

7 Curity Avenue  
Toronto, ON  
M4B 3I8  
• Books, booklets, videos

### Fairchild Books & Visuals

7 West 34th Street  
New York, NY  
1001  
Telephone: (212) 630-3875  
Fax: (212) 630-3868  
• Catalogues, books, videos, industry directories, market research

### Fashion Industry Development Institute

c/o Alberta Manufacturing  
1001 10th Ave. SW  
Calgary, AB  
Telephone: (403) 245-8321  
Fax: (403) 245-6643

### Festival of Canadian Fashion

21 Grenville Street  
Toronto, ON  
M4Y 1A1

### Garment Industry Initiatives Committee

c/o Economic Development Edmonton  
9797 Jasper Avenue  
Edmonton, AB  
T5J 1N7  
Telephone: (403) 424-7870  
Fax: (403) 426-0535

### Ghee's

2620 Centenary Blvd  
205, Building 3  
Shreveport, LA 71104  
Telephone: (318) 226-1701 or  
(318) 868-1154

- Books
- Booklets

### Kaneka America Corporation

65 East 55th Street  
New York, NY  
10022  
Telephone: (212) 705-4340  
Fax: (212) 705-4350  
• Fashion Forecast Publications

**Learning Seed**  
330 Telser Road  
Lake Zurich, IL  
60047

- Videos

**Palmer/Pletch**  
P.O. Box 12046  
Portland, OR  
97212-0046

- Books, videos

**Power Sewing**  
95 – 5th Avenue  
San Francisco, CA  
94118

- Books

**Singer**  
640 Dorchester Street  
St. Jean-sur-Richelieu, .PQ  
J3B 5A4  
Telephone: (514) 359-2000  
Fax: (514) 348-4624

- Canadian Sewing and Needlecraft Association, Resource Directory, 1994-95

**That Patchwork Place Inc.**  
P.O. Box 118  
Bothwell, WA  
98041 0118

- Booklets

**The Taunton Press**  
63 S Main Street  
P.O. Box 5506  
Newton, CT  
06470-5506

- Periodicals, books and videos

**Vogue and Butterick “Sewing Today”**  
P.O. Box 4001, Station A  
Toronto, ON  
M5W 1H9

- Books and videos

## DISTRIBUTOR DIRECTORY

The entries in the distributor directory are arranged alphabetically by code.

Code	Distributor/Address	Telephone/Fax
ACC	ACCESS: The Education Station 3720 – 76 Avenue Edmonton, AB T6B 2N9	(403) 440-7777 Fax: 440-8899 1-800-352-8293
CAD	CADTERNS Custom Clothing Inc. 1500 Merklin St. #104 White Rock, BC V4B 4C5	(604) 536-5199 Fax: 536-5199
COP	Copp Clark Pitman Ltd. See LRDC Buyers Guide for information	
NEL	Delmar Publishing c/o Nelson Canada See LRDC Buyers Guide for information	
FAI	Fairchild Books and Visuals 7 West 34th Street New York, NY 1001	(212) 630-3875 Fax: 630-3868
IRW	Irwin Publishing Inc. See LRDC Buyers Guide for information	
MAX	Maxwell Macmillian Canada See LRDC Buyers Guide for information	
MGH	McGraw-Hill See LRDC Buyers Guide for information	
OXF	Oxford University Press 70 Wynford Drive Don Mills, ON M3C 1J9	(416) 441-2941
PAT	Pattern Work 307 Lakewood SE East Grand Rapids, MI 49506	(616) 949-3429 Fax: 957-5037
PRE	Prentice Hall Canada Inc. See LRDC Buyers Guide for information	(403) 341-2100
RAN	Random House 2365 Areowood Drive Mississauga, ON L4W 1B9	(416) 624-0672 Fax: 624-6217 (800) 668-4247
REA	Reader's Digest Assoc. 215 Redfern Westmount, PQ H3Z 2V9	(800) 363-6259 Fax: (514) 934-6177
STR	Swing Times Ruffles Ltd. 14828 – 48 Avenue Edmonton, AB T6H 5N2	(403) 438-6978 Fax: (403) 433-3594



# FASHION STUDIES

## SECTION J: SAMPLE STUDENT LEARNING GUIDES

(INTERIM, 1996)

### TABLE OF CONTENTS

A student learning guide presents information and direction to help students attain the expectations defined in a specified CTS module. It is designed to be used by students under the direction of a teacher.

The student learning guides included in this section are organized as follows:

- Why take this module?
- What do you need to know before you start?
- What will you know and be able to do when you finish?
- When should your work be done?
- How will your mark for this module be determined?
- Which resources may you use?
- Activities/Worksheets

A student learning guide is not a self-contained learning package (e.g., Distance Learning Module), such as you might receive from the Alberta Distance Learning Centre (ADLC) or Distance Learning Options South (DLOS).

### SAMPLE STUDENT LEARNING GUIDES

Repair and Recycle (FAS105).....	J.1
Fashion Dynamics (FAS201) .....	J.7
Fashion Illustration (FAS202).....	J.13



# THEORY OF THE EARTH

BY  
J. H. VAN DIJK, D.Sc., Ph.D.,  
Professor of Geology, University of Amsterdam

TRANSLATED BY  
J. H. VAN DIJK, D.Sc., Ph.D.,  
Professor of Geology, University of Amsterdam

THE EARTH AND ITS HISTORY

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## TAKE THIS MODULE?

- stretch your clothing dollar and extend your wardrobe
- update your wardrobe by using practical and creative ideas
- learn the importance of analyzing your clothing purchases carefully so that the quality of your purchase ensures longevity and ease of maintenance.

## DO YOU NEED TO KNOW BEFORE YOU START?

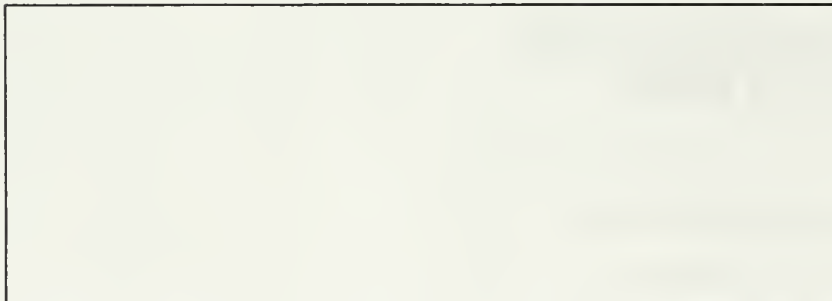
To work successfully in this module, you must already be able to:

- thread and safely operate a sewing machine and/or serger
- identify characteristics of fibres, yarns and fabrics
- demonstrate basic sewing and pressing techniques.

## WHAT WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

- analyze garments based on fibre/fabric characteristics, quality, cost and maintenance requirements
- demonstrate basic repair procedures
- demonstrate the recycling of a textile item
- assess how repair and recycle may be significant for career choices
- demonstrate basic competencies

## SHOULD YOUR WORK BE DONE?



## FASHION STUDIES

Repair and Recycle (FAS105)

### WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate <b>all</b> of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p> <ul style="list-style-type: none"><li>• Research report and assignment</li><li>• Repair techniques</li><li>• Project</li><li>• Portfolio</li></ul>	<p>15</p> <p>25</p> <p>55</p> <p>5</p>

### RESOURCES MAY YOU USE?

- *Clothing: Fashion, Fabrics, Construction*
- *Fabrics, Facts and Finishes*, Alberta Agriculture booklet
- *Fundamentals of Men's Fashion Design: A Guide to Casual Clothing*
- *Reader's Digest: Complete Guide to Needlework*
- *Singer Sewing Reference Library*

1. You will be working in pairs or a group of three (YOU DECIDE). Each person will bring a garment that he or she or someone in the family no longer wears or hardly ever wears. Identify which could be recycled or redesigned or repaired and how to accomplish each task. This information will be expressed in poster form. Be sure to identify the article and state which of the following repair techniques and notions could be used to solve the problem and how (if it requires repair).

**NOTIONS**

fray check  
fusible web  
patch  
appliqué  
fabric glue  
buttons and other closures

**TECHNIQUES**

reinforce  
hand slipstitch  
zig zag on the sewing machine  
fuse  
serge  
paint or dye

Upon completion of your poster, place the poster under the correct title, your choice is:

Unwanted Clothes Find a New Beginning  
Sick Clothes Are Healed

2. Repair 8 garments. Identify the repair and what you did. This information will be written on a summary sheet.
3. Recycle a garment or an article. Provide a summary sheet.
4. Compile a "Recycled Clothing Directory" for your city or town and surrounding area.
5. Wardrobe Analysis: Choose 10 garments from your wardrobe and evaluate them using the following criteria:
- seams matching the waistline and under the sleeve and any other place
  - matching of pattern or plaid at the seams
  - topstitching
  - zipper application
  - pocket location and application
  - seam stitch length and seam finishes
  - straight or grain problem
  - collar: does the under collar show, points of collar, roll or collar
  - buttonholes: loose threads, wide spaces between stitching, fraying, size and location
  - buttons: how well are they sewn, type of button, location of buttons
  - other fasteners, thread durability and placement
  - waistband and yoke: meets at center, bulge at yoke when wearing them
  - hem: stitching, durability and evenness
  - sleeve placket
  - casing and elastic
  - color/dye durability
  - fiber content and maintenance required.

List each garment and write your evaluation after each is inspected.



## **FASHION STUDIES**

### Repair and Recycle (FAS105)

6. Oral Presentation

Bring two garments from your wardrobe and explain how you could redesign, recycle or embellish them. You may also explain how poor quality purchases necessitate future repairs and recycling. Be prepared to explain exactly how to do the task. Estimate time and cost involved. This presentation may be video taped.

7. Portfolio Entry

Representation of a recycling project. The project will consist of:

- a description of project that will be recycled
- steps involved
- resources used
- visual representation of completed project.



## **FASHION STUDIES**

Fashion Dynamics (FAS201)

### **TAKE THIS MODULE?**

- Learn how to plan your wardrobe using elements and principles of design
- Update your existing wardrobe and learn fashion terms.

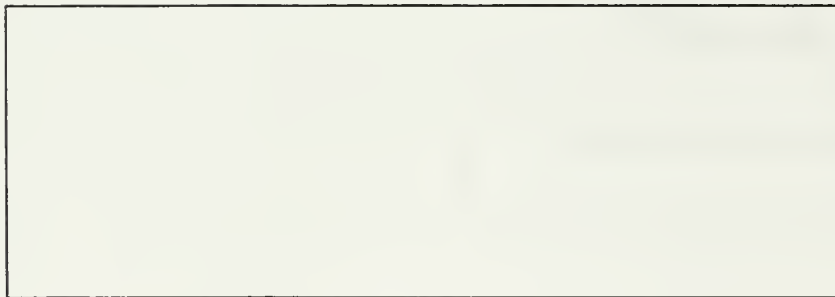
### **DO YOU NEED TO KNOW BEFORE YOU START?**

- To work successfully in this module, you need an interest and enthusiasm in fashion.

**WHAT** WILL YOU KNOW AND  
BE ABLE TO DO  
WHEN YOU FINISH?

- describe the reasons for wearing clothing
- identify fashion terms
- apply the elements and principles of design to wardrobe planning
- assess how fashion dynamics may be significant for career choices
- demonstrate basic competencies.

**SHOULD YOUR WORK BE DONE?**



## WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
You must first demonstrate <b>all</b> of the competencies required for this module.	
When you have done this, your percentage mark for the module will be determined as follows:	
• Written and Practical Work	40%
• Garments	40%
• Summary Sheets	10%
• Written Test	10%

## RESOURCES MAY YOU USE?

- *Clothing: Fashion, Fabrics, Construction*
- *Fashion*
- *Fashion Merchandising*



# ACTIVITIES WORKSHEETS

**1. Function of Clothing**

List five reasons why people wear clothing.

List four factors influencing clothing choices.

**2. Fashion Terminology**

Define each of the following terms as they relate to fashion:

- |                    |                 |
|--------------------|-----------------|
| • accessories      | • fashion cycle |
| • apparel          | • fashion trend |
| • capsule wardrobe | • pacesetter    |
| • craze            | • silhouette    |
| • fad              | • style         |
| • fashion          | • wardrobe      |

Collect pictures of clothing illustrating five of the fashion terms. Trim pictures, mount and write a brief explanation for each.

**3. Elements and Principles of Design**

Discuss each of the elements of design, using pictures to illustrate your explanation:

- colour
- line
- texture.

Describe line, colour and texture best suited to your body features.

Discuss each of the principles of design using collected pictures to illustrate the explanation:

- |            |              |
|------------|--------------|
| • balance  | • proportion |
| • emphasis | • rhythm     |
| • harmony  | • scale      |

Look through your wardrobe. Select four outfits you like to wear and explain how the elements and principles of design apply.

**4. Personal Style and Image**

Describe and illustrate through pictures the various personal styles:

- |               |                 |
|---------------|-----------------|
| • avant garde | • dramatic      |
| • casual      | • old-fashioned |
| • classic     | • sporty        |

Determine your personal style through pictures and a written explanation.

## **FASHION STUDIES**

### Fashion Dynamics (FAS201)

#### 5. Wardrobe Planning

List the characteristics of a well-planned wardrobe.

Look through your wardrobe and complete a personal wardrobe inventory.

After completing the Personal Wardrobe Inventory, list the clothing items you most often wear. Examine these garments carefully and decide why they are favourites. Is it the fabric, colour, style or fit? Describe what it is you like about your favourite garments.

List the clothes you seldom wear. Analyze the fabric, colour, style and fit of each. Describe why these clothes are not favoured.

#### 6. Shopping Methods

Describe each of the shopping methods:

- boutique
- catalogue
- consignment outlet
- department store
- discount store
- factory outlet
- specialty store
- thriftshop

#### 7. You and Your Wardrobe

Describe how your wardrobe might change:

- if you attend college or university
- if you are in the workplace
- if you are caring for a family.

Collect pictures of clothing that appeal to you. Trim and mount the pictures and explain what you like about each.

#### 8. Update Your Wardrobe

- Repair hems, seams, zippers and tears. Sew on buttons.
- Alter garments that need to fit better.
- Embellish or update older favoured clothes.
- Remove from your closet the clothes you do not want. With your parents' approval, give these unwanted clothes to relatives, friends or the Salvation Army.

Hand in a garment you have repaired or customized. Summarize in writing the steps you followed.

Hand in a garment you have updated or embellished. Summarize in writing the steps you followed.



## TAKE THIS MODULE?

Express your creativity — discover the exciting world of fashion illustration. In this module, you will:

- learn to draw correctly proportioned fashion figures
- develop fashion drawing skills
- express creativity through fashion illustration.

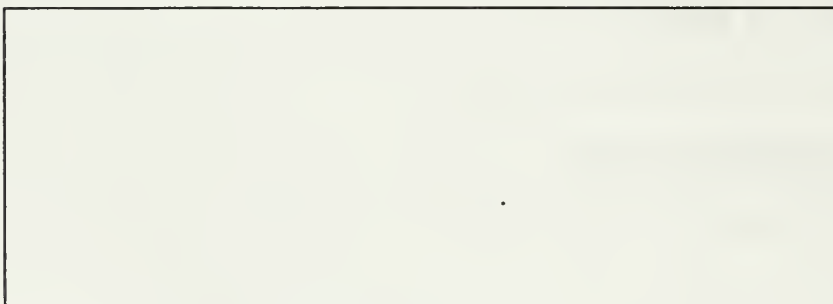
## DO YOU NEED TO KNOW BEFORE YOU START?

- No previous drawing experience is required for this module
- Enthusiasm and a willingness to learn will ensure success.

## WILL YOU KNOW AND BE ABLE TO DO WHEN YOU FINISH?

- sketch a technical croquis and a rounded figure incorporating simple gesture
- identify garment styles and design details
- demonstrate rendering techniques
- demonstrate sketching techniques to create fashion illustrations
- assess how fashion illustration may be significant for career choices
- demonstrate basic competencies.

## WHEN SHOULD YOUR WORK BE DONE?





## FASHION STUDIES

Fashion Illustration (FAS202)

### WILL YOUR MARK FOR THIS MODULE BE DETERMINED?

	PERCENTAGE
<p>You must first demonstrate <b>all</b> of the competencies required for this module.</p> <p>When you have done this, your percentage mark for the module will be determined as follows:</p>	
<ul style="list-style-type: none"><li>• Assignments<ul style="list-style-type: none"><li>– Technical croquis (10%)</li><li>– Rounded figures (30%)</li><li>– Reference file (10%)</li><li>– Fashion illustrations (30%)</li></ul></li></ul>	80
<ul style="list-style-type: none"><li>• Test</li></ul>	10
<ul style="list-style-type: none"><li>• Portfolio</li></ul>	10

### RESOURCES MAY YOU USE?

- *Fashion Sketchbook*, Bina Abbing, 2nd Edition
- *Introduction to Fashion Illustrating*, Ann Stephenson
- *Drawing Fashion*, Bill Thames
- Teacher resources and files

# ACTIVITIES WORKSHEET

1. Draw the fashion figure following the step by step demonstration.
2. Sketch and hand in (as outlined by the instructor), a technical figure using correct fashion proportions.
3. Sketch the rounded figure using correct fashion proportions. Incorporate simple gesture using arm and leg variations (bristol board will be provided).
4. Participate in the learning activities (class discussions, slides, worksheets) on Garment Styles and Design Details.
5. Select three garment styles and two design details from the list provided. For each style and design detail collect three illustrations. Display them neatly and attractively for your reference file.
6. Collect five fabric samples or pictures of fabric. Beside each sample, render the fabric, using color, in a 5 cm square. The rendering should illustrate pattern and/or texture of the examples chosen.
7. Using your own rounded figure or a template provided by the instructor, sketch two fashion illustrations. Emphasis is on gesture and clothing design and detail. Include a thumbnail sketch of the rendered fabric. Use your reference file, classroom resources and your own imagination for ideas.
8. Research one career that requires illustrative techniques.
9. Complete and hand in Reflection Log.
10. Complete the written and practical test (Garment Styles and Design Details).
11. Hand in a portfolio of work



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University of Alberta Library



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